

THE AMERICAN  
**School Board Journal**



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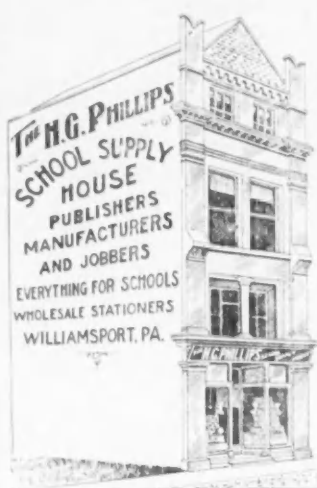
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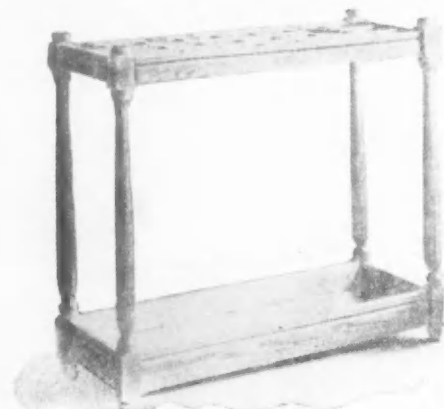
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## ABBREVIATIONS.

American  
Appleton  
Barnes  
Butler  
Central  
Ginn  
Heath  
Houghton  
Irish  
Lippincott  
Longmans  
Maynard  
Merriam  
Morse  
Macmillan  
McNally  
Myers  
Pitman  
Potter  
Powers  
Prang  
Sadler  
Richardson  
Sanborn  
Scott  
Scribner  
Shewell  
Sibley  
Silver  
Sower  
Thompson  
University  
Western  
Werner  
Woodward

### ALGEBRA.

Milne Series ..... American  
White's School .....  
Downey's Higher .....  
Slaught's Elements .....  
" Principles .....  
Hull's ..... Butler  
Sheldon Series .....  
Olney's Series .....  
Wentworth Series .....  
Beman & Smith .....  
Wells' Series .....  
Bower's Series .....  
McCurdy's Drill Books .....  
Freeland's .....  
Hall & Knight's .....  
Thompson's New .....  
Atwood's Standard .....  
Atwood's Gram. School .....  
Atwood's Exercises .....  
Collins' .....  
First Book .....  
Lilly's Series .....  
Brooks' .....  
Beginners' .....  
Bradbury Series .....  
Fairbanks & Hebbden .....  
Sanford's Ele .....  
Nicholson's Ele .....  
Venable Series .....  
Giffin's Gram. Sch. ....  
Durrell & Robbins Series. Myers

### ARITHMETICS.

Milne Series ..... American  
Bailey Series .....  
Bailey-Wiemer Series .....  
Baird's .....  
Hornbrook's .....  
White's .....  
Springer's Commercial .....  
New Franklin Series .....  
Sheldon's Series .....  
Stoddard's New Int. ....  
Hull's .....  
New American .....  
Wentworth Series .....  
Speer's .....  
Beman & Smith .....  
Prince's .....  
Walsh's Series .....  
Eaton's .....  
Atwood's Series .....  
Sutton & Kimbrough's .....  
White's Series .....  
Colburn's .....  
Lippincott .....  
McLellan & Ames' Series .....  
Thompson's 1st Les. ....  
Thompson's Complete .....  
Carroll's Series .....  
New Business .....  
Practical .....  
Counting House Arithmetic. Sadler  
Commercial Arithmetic, Col-  
lege Ed .....  
Commercial Arithmetic, .....  
School Ed .....  
Essentials of Arithmetic. ....  
Swift and Reliable Short-  
hand .....  
Richardson's Commercial .....  
Law .....  
Belfield's Ele .....  
Brooks' Rational .....  
Belfield's .....  
Southworth's Essentials. Shewell  
" Comp .....  
Normal Course .....  
Pierce's Series .....  
New Complete .....  
Brooks Series .....  
Nichol's Graded Les. ....  
Cogswell, Lessons .....  
Bradbury's Eaton's .....  
Nicholson's Series .....  
Sanford's Series .....  
Venable's Series .....  
Werner Series-Hall .....  
Hall's Primer .....  
Woodward Series .....  
Durrell & Robbins Series. Myers  
Practical Mensuration. Myers  
Peal Mental ..... Myers

### ART.

Riverside Series .....  
Van Dyke's Painting. Longmans  
Hamlin's Architecture .....  
Marquand & Frothing-  
ham's Sculpture .....  
Abbott-Gaskell's Outlines. Silver

### ASTRONOMY.

Todd's New .....  
Bowen's .....  
Steele's .....  
Newcomb's .....  
Comstock's .....  
Young's .....  
Sharpless & Phillips. Lippincott  
Howe's Elements .....  
Peck's Constellations .....  
Dodge's .....  
Boyer's .....  
Parker's .....  
Biggood's .....  
Bryant & Stratton's .....  
Palmer's .....  
Mayhew's .....  
Gay's .....  
Shaw's Ele .....  
Seay's Practical .....  
Montgomery's Mod .....  
Powers' Single Entry. Powers

### BIOLOGY.

Dodge's .....  
Boyer's .....  
Parker's .....  
Biggood's .....  
Bryant & Stratton's .....  
Palmer's .....  
Mayhew's .....  
Gay's .....  
Shaw's Ele .....  
Seay's Practical .....  
Montgomery's Mod .....  
Powers' Single Entry. Powers

### BOOKKEEPING.

Bryant & Stratton's .....  
Palmer's .....  
Mayhew's .....  
Gay's .....  
Shaw's Ele .....  
Seay's Practical .....  
Montgomery's Mod .....  
Powers' Single Entry. Powers  
" First Lesson .....  
Complete Accountant .....  
Office Methods .....  
Comm. Industrial .....  
Inductive Set .....  
Hay's Art of Accounts. Silver  
Mayhew's Series .....  
Lyte's Book .....  
McCurdy's .....  
American Accountant. University  
Werner .....  
Appar's Analysis .....  
Bigelow's Plant Analysis .....  
Coulter .....  
Boyer's Tablets .....  
Bergen's .....  
Gray's .....  
Wood's .....  
Spalding's .....  
Bailey's .....  
Bailey's Les .....  
Nature Calendar .....  
Setchell's Lab .....  
Eaton's Series .....  
Ward's Series .....  
Merrill's .....  
Twenty Lessons In .....  
Powers

### BOTANY.

Appar's Analysis .....  
Bigelow's Plant Analysis .....  
Coulter .....  
Boyer's Tablets .....  
Bergen's .....  
Gray's .....  
Wood's .....  
Spalding's .....  
Bailey's .....  
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Nature Calendar .....  
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Eaton's Series .....  
Ward's Series .....  
Merrill's .....  
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Powers

### BUSINESS FORMS.

Eaton's Series .....  
Ward's Series .....  
Merrill's .....  
Twenty Lessons In .....  
Powers

### CHEMISTRY.

Cooley's Text Book .....  
Storer & Lindsay's .....  
Kelser's Lab .....  
Stoddard's Analysis .....  
Irish's Analysis .....  
Young's .....  
Avery's .....  
Boyer's .....  
Williams' .....  
Shepard's Course .....  
" Inorganic .....  
" Organic .....  
" Note Book .....  
Remsen's Organic .....  
Newell's .....  
Newell's Experimental .....  
Greene's Lessons .....  
Noyes's Elements .....  
Newth's Inorganic .....  
Thorpe's Quan. Anal. ....  
" Ele. Inorganic .....  
" Chem. Analysis .....  
" Chem. Lect. Exp. ....  
Thorpe & Muir Q. A. ....  
Roscoe & Lunz's .....  
Richardson's .....  
Noyes's Qualitative .....  
Talbot's Quantitative .....  
Avery's .....  
Webster School .....  
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Lewis's Latin .....  
Harper's Classical .....  
Liddell & Scott's Greek .....  
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Longman's Pocket .....  
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perimental .....  
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McClure's .....  
Andrews' Manual .....  
Seelye's .....  
Dole's Am. Citizen .....  
" The Young Cit. ....  
Wilson's The State .....  
Judson's Young Am. ....  
Martin's Hints .....  
Peterman's .....  
Willoughby's Am. Cit. ....  
Moses .....  
Macy's .....  
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Butler's School Eng. ....  
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Sheldon's Series .....  
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Hill's Science (D. J.) .....  
Genuis's Series .....  
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Williams' Practical .....  
Strang's Ex. in Eng. ....  
Pearson's Comp .....  
Spalding's Ele. Comp .....  
Lewis' Intro. Rhetoric .....  
Webster's English Comp. and  
Literature .....  
Longmans' .....  
Baldwin's .....  
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Le Roy's Practical .....  
Kellogg's Book on .....  
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Lewis' Writing Eng. ....  
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Normal Course .....  
Pictures (Class Study) .....  
Hand .....  
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Blaisdell's .....  
Brooke's English .....  
Halleck's English .....  
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Authors .....  
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Natural System of Ver- tical .....	Heath
Newland & Rowe's Ver- tical .....	"
Longman's New Copy Books .....	"
Merrill's Vertical .....	Longmans
Merrill's Modern .....	Maynard
Intermediate System .....	Morse
Economic System of Penmanship, 6 Nos. ....	Potter
Potter & Putnam's Sys- tem of Vertical Writ- ing, 10 Nos. ....	"
Man. Business Writ. ....	Powers
Smith's Intermediate .....	Richardson
Standard Vertical .....	Sower
Popular Slant .....	"
Round-Hand Slant .....	Shewell
Round-Hand Vertical .....	"
Normal System .....	Silver
Duttonian .....	Thompson
University Series .....	University
Simplified Penmanship .....	"
Rational System Vert. ....	Werner
PHYSICS.	
Harrington's .....	American
Headley's .....	"
Rowland & Ames' .....	"
Ames & Bliss' .....	"
Cooley's Series .....	"
Henderson & Woodhull .....	Appleton
Avory's .....	Butler
Gage's Series .....	Ginn
Wentworth & Hill's .....	"
Stone's .....	"
Dolbear's .....	"
Hastings & Beach's .....	"
Chute's Lab. Man. ....	Heath
PHYSICS.	
Whiting's Physical Measurement .....	"
Bailey's Ele. Physics .....	"
Sharpless & Phillips .....	Lippincott
Hopkins' Prep. ....	Longmans
Watson's Practical .....	"
Wright's .....	"
Glassebrook & Shaw's .....	"
Practical .....	"
Watson's Advanced .....	"
Balfour-Stewart's .....	Macmillan
Nichols' .....	"
Shaw's .....	Maynard
Smith's Experiments .....	Morse
Thwing's Elementary .....	Sanborn
Britton's .....	Scribner
Grant's .....	"
Dana's .....	"
Mills' .....	"
Storer's .....	"
Thompson's .....	"
Mead's Elements .....	Silver
Grifford's Elements .....	Thompson
Adams' Lab. Man. ....	Werner
PHYSICAL CULTURE.	
Morris' System .....	American
Stonerod's .....	Heath
Pray's Motion Songs .....	"
Bancroft's Gymn. ....	"
Anderson's .....	Maynard
The Ling System .....	Silver
PHYSIOLOGY AND HY- GIENE.	
Overton's Series .....	American
Smith's Primer .....	"
Kellogg's Series .....	"
Union Series .....	Butler
The Teacher's Manual .....	Central
Blaisdell's Series .....	Ginn
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" Briefer .....	Hearth
Cutter's Series .....	Lippincott
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Thornton's Phys .....	"
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Huxley & Ree .....	"
Devine's .....	"
Ely's Outlines .....	"
Hutchinson's Series .....	Maynard
Standard School .....	Morse
Stowell's Health Series .....	Silver
Gifford's Elementary .....	Thompson
Dunglison's .....	Werner
Baldwin's Physiology .....	"
POLITICAL ECONOMY.	
Laughlin's .....	American
Gregory's .....	"
Wayland's .....	Butler
Chaplin's .....	"
Wayland's Ele. of Pol. Economy .....	"
Thompson's .....	Ginn
Gilde's .....	Heath
Davenport's .....	Macmillan
Macvane's .....	Maynard
Perry's Prin .....	Scribner
Woolsey's .....	"
Bullock's Economics .....	Silver
Thurston's .....	Scott
Meservy's .....	Thompson
READERS.	
Baldwin's .....	American
Harper Series .....	"
Swinton Series .....	"
Barnes Series .....	"
Appleton Series .....	"
McGuffey Series .....	"
New Education .....	"
Pollard's .....	Western
Sheldon's Series .....	Butler
New Franklin Series .....	"
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Heart of Oak .....	Heath
Bass' .....	"
Pratt .....	"
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Rational Method .....	"
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Keller's Series .....	American
Twentieth Century Series .....	"
Schmitt's Series .....	Butler
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Huss' Reader .....	"
Spanholz's Reader .....	"
Joyne's Reader .....	"
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Collar's Eysenbach .....	"
Collar's Lessons .....	"
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Harris' Series .....	"
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Pitman's Practical .....	"
Mueller's Series .....	Silver
Silver Modern Language Series .....	"
Knofloch's Ger. Simp. ....	University
Hamilton's Primer .....	Western
Martin's Series .....	Werner
GRAMMAR.	
(See Language and Grammar.)	
GREEK.	
Forman's .....	American
Gleason & Atherton's .....	"
Harper & Castle's .....	"
Twentieth Century Series .....	"
Pearson's .....	Appleton
Goodwin's Grammar .....	Ginn
White's First .....	"
White's Beginners .....	"
Seymour's Iliad .....	"
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Bryant's Odyssey .....	"
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Arnold's Prose Comp. ....	"
Jones' Prose Comp. ....	Scott
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Adams' European .....	"
Channing's Student .....	"
" Gram. School .....	"
Coman & Kendall's Eng. ....	"
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" England .....	"
" France .....	"
Leighton's Rome .....	"
Dutton's Series .....	Morse
Smith's Manual U. S. ....	Potter

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Adams' .....	"
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Hansell's School .....	University
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Brown's Alabama .....	"
L. & M. Mississippi .....	"
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Burton's Our Country .....	"
Thomas' Words of Lincoln .....	Western
LANGUAGE AND GRAM- MAR.	
Harvey's .....	American
Long's .....	"
Maxwell Series .....	"
Lytle's .....	"
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Metcalf & Bright's .....	American
Metcalfe's .....	"
Powell & Connolly's .....	"
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Irish's Gram. & Anal. by Diagram .....	American
Sheldon's Prim. Lan- guage Lessons .....	Butler
Patterson's Ele. of Gram. & Comp .....	"
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Southworth & Goddard .....	Shewell
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Welsh's .....	Sower
Dunton & Kelley's .....	Thompson
DeGarmo Lang. Ser. ....	Werner
Beam & De Garmo's Gram. ....	"
Woodward Series .....	Woodward
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Harkness' Series .....	American
Coy's Latin Lessons .....	"
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(See English Literature.)	
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Schuyler's Prin. of .....	"
Ballantine's Inductive .....	Ginn
Lafleur's Ill. of .....	"
Mills' System .....	Longmans
Creighton's .....	Macmillan
Jevon's .....	"
MANUAL TRAINING.	
Compton's .....	American
Ham's .....	"
Hoffman's .....	"
Kirkwood's Sewing .....	"
Goss' Bench Work .....	Ginn
Hagood's Needle Work .....	"
Banner's Sewing .....	Longmans
Hewitt's, 2 Vols. ....	"
Unwin's Clay Modelling .....	"
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Harper & Gallup's Cicero .....	"
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Pitman Phonography .....	"
Cross' Eclectic .....	Scott
SPANISH.	
Bacon's Elements .....	American
Garner's Grammar .....	"
Mantilla's Readers .....	"
Worman's Readers .....	American
Pitman's Pract. Spanish .....	"
Twentieth Century Series .....	Appleton
DeTornos .....	"
Knapp's Grammar .....	Ginn
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" Libro Segundo .....	"
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Loiseaux's Reader .....	"
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Edgren's Grammar .....	Heath
Matzke's Reader .....	"
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Harra's Method .....	"
SPELLERS.	
Rice's Series .....	American
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Amer. Spelling Book .....	"
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Manson's Blanks .....	"
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Worcester's .....	"
Monroe's .....	"
New American .....	"
Pollard's .....	Western
Hazen Grade .....	Ginn
Jacobs' Practical .....	"
Jacobs & Piper's .....	"
Stickney's .....	"
Sever's .....	Heath
Penniman's New Pract. ....	"
Renson's .....	"
Reed-Word Lessons .....	Maynard
Morse Speller .....	Morse
Gem Spelling Blanks .....	Pechham
Classic Speller, 2 Nos. ....	Potter
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The Practical .....	Powers
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Lippincott's .....	"
Columbian .....	Werner
Buckwalter Series .....	"
Woodward's .....	Woodward
TYPEWRITING.	
Bunk's Easy .....	Sadler
" Touch .....	"
ZOOLOGY.	
Burnet's .....	American
Holder's Elementary .....	"
Morse's First Book in .....	"
Steele's Series .....	"
Needham's .....	"
Orton's .....	"
Animal Forms .....	Appleton
Animal Life .....	"
Johannott's Series .....	Butler
Colton's .....	Heath
Greene's .....	Lippincott
Beddard's .....	Longmans
Davenport's .....	Macmillan
Parker & Haswell's .....	"
Harvey's .....	Western
BOOKS-ALL KINDS.	
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## New Books Received.

*So-Fat and Mew Mew.* Georgiana M. Craik. 61 pp. The History of the Robins. Sarah Trimmer, 90 pp. *The Rose and the Ring.* Or, the History of Prince Giglio and Prince Bulbo. M. A. Titmarsh. 130 pp. *Dolph Heyliger.* Washington Irving. 113 pp. 10 cents and 15 cents in paper; 20 and 25 cents in cloth. D. C. Heath & Co. *Nature and Life.* Adaline Wheelock Sterling, Florence Holbrook and Edward Everett Hale, Jr. 432 pp. Globe School Book Co. *Literature. A Fifth Reader.* Edward Everett Hale, Jr. 512 pp. Globe School Book Co. *The Vicar of Wakefield.* Wm. Hand Browne. 226 pp. Globe School Book Co. *Scott's Ivanhoe.* Prof. Carroll L. Maxcy. 588 pp. 50 cents. Globe School Book Co. *The Rational Speller.* Frank J. Diamond. 236 pp. 24 cents. The Macmillan Co. *Errors in Science Teaching.* C. Stuart Gager. 73 pp. 50 cents. C. W. Bardeen. *A Primer in Political Economy.* S. T. Wood. 149 pp. The Macmillan Co. *Who's the Author?* Louis Harman Peet. 317 pp. 50 cents. Thomas Y. Crowell & Co. *Handy Dictionary of Poetical Quotations.* George W. Powers. 370 pp. 50 cents. Thomas Y. Crowell & Co. *El Centiloquio.* De Santillana. 206 pp. Laird & Lee. *England's Story.* Eva March Tappan. 370 pp. 85 cents. Houghton, Mifflin & Co. *Little Folk Tales.* Florence Holbrook, Mary F. Hall. 288 pp. Globe School Book Co. *How to Make Baskets.* Mary White. 194 pp. \$1. Doubleday, Page & Co.

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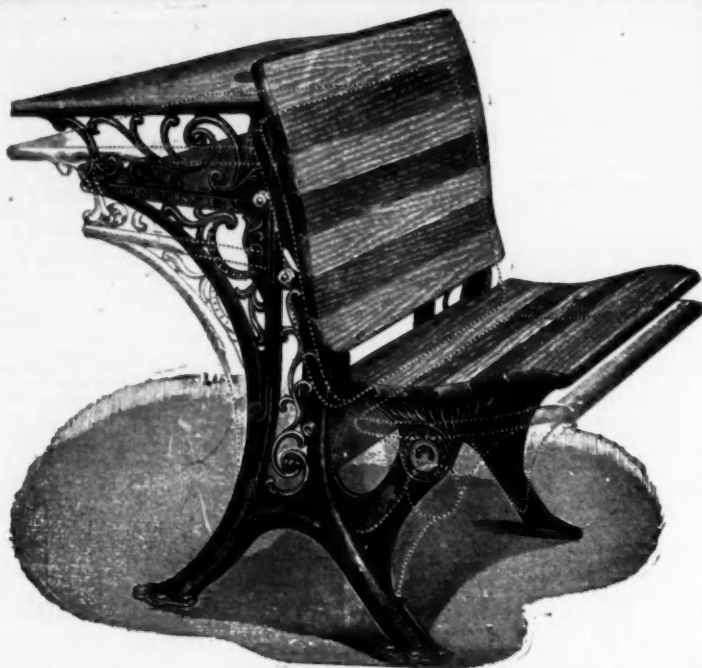
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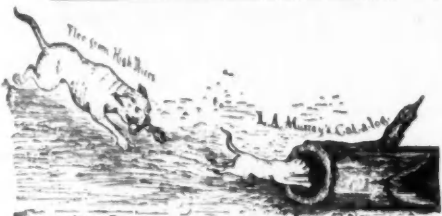
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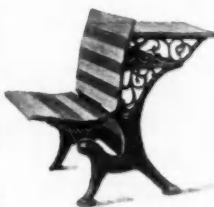
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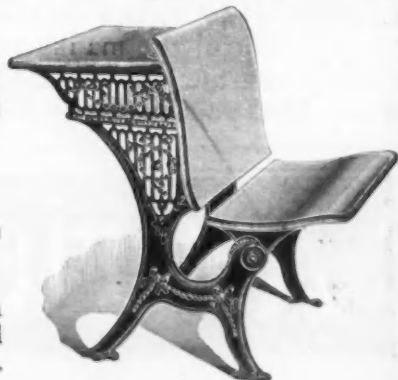
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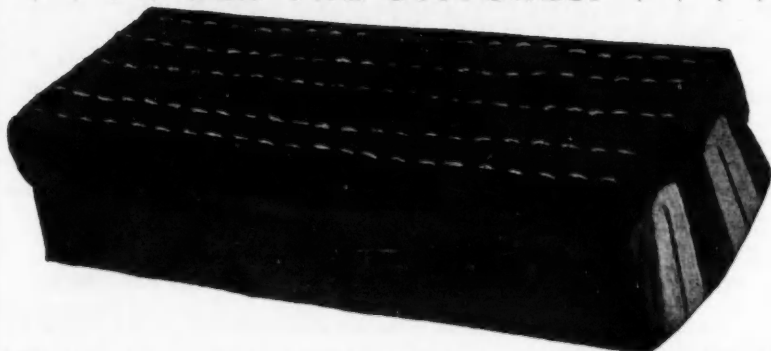
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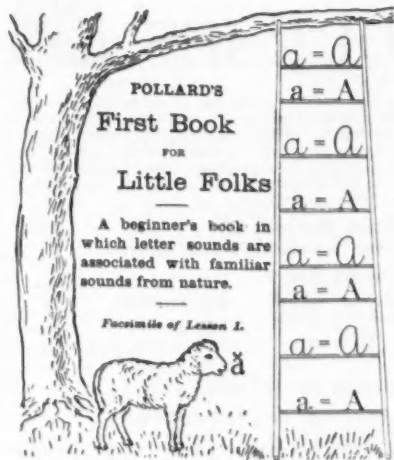
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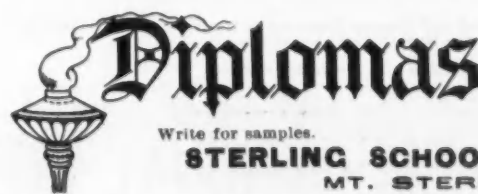
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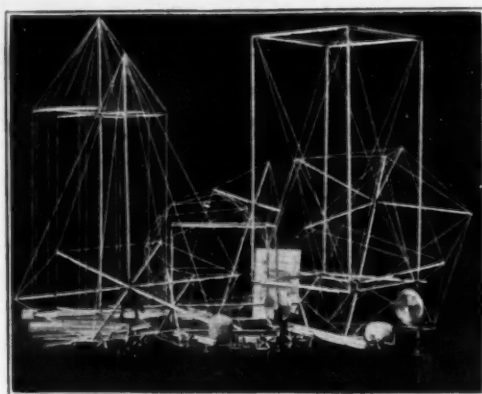
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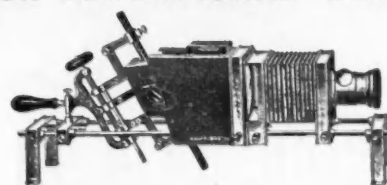
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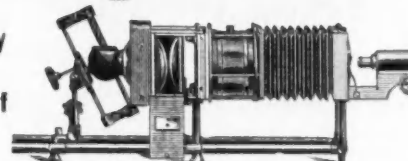


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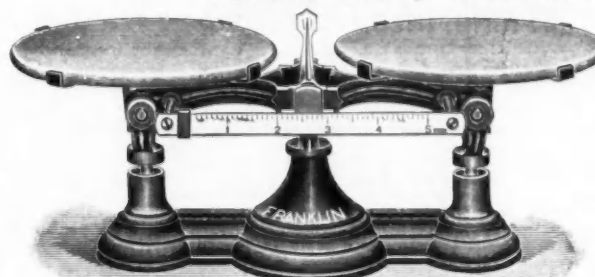


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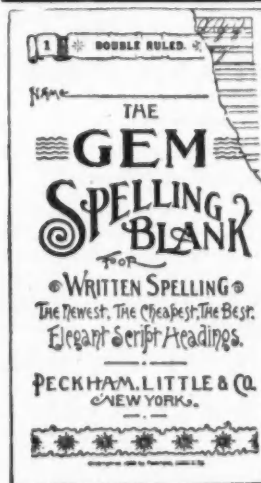
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BOSTON

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CHICAGO

# School Board Journal

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SUBSCRIPTION PRICE  
\$1 PER YEAR.



"I would persuade you to do nothing rash," said the superintendent in a friendly tone. "If I am not mistaken, public opinion favors the re-election of the entire board."

"I care not for public opinion," replied Banker Marshall, with an irritable inflection in his voice. "I will play a winning card this time. Mark my word!"

The superintendent tactfully withheld further comment.

"The fact remains," continued the other, with increased emphasis, "that Falkenberg's days on the board are numbered. I shall have a candidate that will defeat him."

The tone of his voice indicated determination, and the superintendent knew that neither argument nor persuasion could distract the old banker from his purpose.

Mr. Marshall had not forgotten his defeat at the school board election two years ago. Whether Mr. Falkenberg, the merchant, used unfair methods in bringing this about was not evident. The unselfish interest in the school system, which the merchant had manifested for many years, had made him a strong factor at every school election. Notwithstanding the fact that Mr. Falkenberg's daughter was now, and had been for three years past, a teacher in the employ of the board, no one attributed ulterior motives to the merchant's continued activity.

If Supt. Markham had a faint suspicion that the banker's revenge would extend even to the removal of Marion Falkenberg, he did not speak of it. Her efficiency and her lovable character had endeared her with the public and won for her the appreciation of the board.

On the other hand, if Banker Marshall carried any plans, which might affect the security of the young teacher, he kept them to himself.

When the banker's own son received the nomination, it was evident that the contest had not been relinquished and that a winning card had been played. Charles Marshall was young, active and popular. His nomination was a master-stroke. The prospective honor of occupying a seat in the school board did not leave the young man untouched—although his manner continued to be modest and he moved about with his usual easy demeanor.

If opposition to Mr. Falkenberg existed heretofore, it did not manifest itself until the campaign was in full progress. A surprising change in public sentiment was wrought. The

numerous appointments, which had been made through the merchant's instrumentality, were now enumerated. These had the tendency, it was charged, to serve him advantageously in increased business patronage. The appointment of his own daughter was designated as nepotism. The word was given an ugly sound. The contest increased in temperature and activity from day to day. Campaign stories floated in the air, crossed and recrossed one another, frequently, only to explode before the close of the day.

The candidacy of Charles Marshall kept the gossips busy. Some one remembered that the young man had at one time been a frequent guest at the Falkenberg mansion. The present status of the relations between Charles and Marion was interpreted in every degree from the earnest friendship to the coolest enmity. But no one exactly knew. And therefore more gossip.

"If there is a motive beyond merely defeating Mr. Falkenberg," said Charles one day to his father, "I want to know it."

"You are evidently tiring of the campaign," replied the elder Marshall.

"It is not that, exactly. But I do not relish this needless gossip. At any rate, I do not approve of the attacks upon Mr. Falkenberg."

"He deserves them," began the banker with emphasis. "Your success must mean his defeat and the defeat of his whole following."

"I am told that my election means the removal of Marion," continued Charles in an inquiring tone.

"And why should it not?" was the prompt reply. "This railroading of relatives into the teaching force is a dangerous feature."

"Then, sir, I regret my candidacy. Marion teaches because she loves the work and because she wants to lead a useful life."

"Too late, my boy, too late," laughed the other. "The election occurs to-morrow."

"I will look for my defeat." These words came from Charles' lips in a defiant tone, such as he had never before addressed to his father.

"Nothing can defeat you now," responded the elder Marshall, "that is settled. As far as your future attitude in the school board is concerned, that is also determined. You are in honor bound to respect the issue upon which you are elected."

The events of the next few days verified the banker's oft-repeated prediction. Charles Marshall was elected by a large vote over Louis

Falkenberg, who was hitherto believed to be invincible. The old banker had won, and the chuckle he gave as he grasped his son's hand, by way of congratulation, clearly indicated his extreme satisfaction.

The little office enclosure, which constituted the cashier's sanctum, was invaded by friends during the greater portion of the day succeeding the election. Charles was the hero of the hour.

When the new school board met for organization, that part of the meeting chamber used by visitors, was filled to its utmost capacity.

While no sensation was looked for, it was felt that something unusual was likely to happen. Every one explained to the other that he or she was there merely to see the various members take their seats.

The semi-circular row of mahogany desks assigned to the members at the further end of the room, enclosing the elevated platform, occupied by the president's desk, bore the aspect of a miniature house of congress.

Each member of the board, as he emerged from a side door and approached his seat, was given an ovation. When Charles Marshall, now the youngest member of the board, the only man who had ever been able to defeat Merchant Falkenberg, entered, the applause that greeted him was a most hearty one. The desk assigned to him was laden with flowers, the kindly testimonials of many friends. He carefully examined the tags attached to each floral design, and finally picked out a modest bunch of Forget-Me-Nots and pansies, which bore no evidence of its sender, and laid it before him on his desk.

The organization of the board was speedily perfected. This done, the list of principals and teachers to be appointed was taken up. Some one moved that certain names be set aside for separate action and that the balance be voted upon, collectively. The names so set aside included that of Marion Falkenberg.

When the movement arrived for action on the separate list, Charles Marshall rose to speak. Before he could utter a word, however, a young woman stepped into the aisle near the railing that separated the visitors from the school board chamber. It was Miss Falkenberg.

"I must decline the consideration of my name for reappointment," she said in a clear and unfaltering voice. "I have accepted a position elsewhere. My decision is final."

Charles, who was still on his feet, turned, as did all the members of the board, towards the young woman. She had spoken her ultimatum with emphasis and in a manner as to cause general silence. All eyes were upon her. Charles faced her for a minute as if in doubt how to proceed next. It was clear that the interruption had disturbed his train of thought, and every one now wondered what he was about to say.

"This unexpected turn of affairs, Mr. President," said he at length, addressing himself to the chair, "obviates what might have been an unpleasant discussion and proven painful to a worthy teacher. I therefore move that Miss Falkenberg's name be stricken from the list and that she be accorded the thanks of this board for her faithful and loyal services. I trust that the board will also give an expression of its well-wishes for the young woman's future career."



The tone and manner of the young member, as he spoke, clearly indicated excitement attributed by his friends to the novelty of his new position, rather than the unexpected resignation.

"The incident of the evening bore a dramatic setting," remarked the superintendent to the secretary as they strolled homeward after the meeting. "I have reason to believe, however, that Charles Marshall rose for the purpose of demanding Miss Falkenberg's retirement. Consistency would have compelled him to do so."

\* \* \* \* \*

Two years have elapsed since Charles Marshall came to the Metropolis to accept a position with the great banking house. Why he left his father's modest banking establishment at Easton, so suddenly, no one exactly knew, but it was generally believed that the young man had merely availed himself of a favorable business opportunity.

He took his departure soon after the memorable school board meeting. The incident of that evening was never referred to by him, and his friends were unable to learn whether he intended to urge the removal of Marion Falkenberg or champion her reappointment. Nor did any one fully understand the painful ordeal through which Charles had passed in braving the school election. At the meeting of the board, the first and last he ever attended, he realized for the first time the awkward position in which he had placed himself.

In satisfying his father's misguided notion and prejudices and, at the same time feeling his own vanity, he had allowed himself to become the leader of an issue, which did a grievous injustice to both Marion and her father. Never could he forgive himself for the miserable part he had played in the whole transaction, nor could he hope for the forgiveness of the woman he had heedlessly driven away.

To-day he learned, for the first time, that Marion had been in New York all this time. Gladly would he have gone to her had he dared to do so. He had wounded her pride too deeply.

If Charles had changed in appearance since we saw him last at Easton, in that he wore a more thoughtful expression, it might be attributed to the burdens of his position. His rise in the banking house had not only been rapid, but his responsibilities had more than doubled during the period of uncertainty, which had recently crept into the financial world.

Each day some new difficulty arose and gradually the rumbling sounds of a great financial crisis was felt. With each hour the commercial horizon darkened, threatening a crash that might be heard from one end of the land to the other.

There came a report to Charles' desk one morning, in the form of a telegram, which told him that all was not well at Easton. The Marshall bank was in danger.

No one knew better than Charles the actual condition of the bank, which while solvent, would be unable to withstand the severe demands that would be made upon it within the next few days. The old banker's peculiarities had forfeited that which he needed most now, the good-will of some of Easton's leading merchants. These men would become an important factor in keeping the public mind from becoming alarmed and thus avert a calamity.

At the close of the banking hours Charles rushed out into the open air as if seeking strength with which to face the catastrophe, which might follow. The crowds, now surging through the street of America's famous financial center, gave evidence of its feverish condition.

He jostled his way block after block until he reached a freer atmosphere. How far he had walked he scarcely realized, but he began to look about him, wondering into what strange neigh-

borhood he found himself.

This large building opposite to him was evidently a school house. He could hear the voices of children singing. How soothing were the sounds as they came through the open window. He could see the young woman who led the class.

Now the singing ceased and the doors leading to the playgrounds were swung open and the children emerged in great throngs. Now and then a teacher passed out with them.

"Great heavens!" exclaimed Charles, as he observed a young woman passing down the short school house steps to the paved walk. "It is Marion!"

She faced the street and leisurely strolled towards him, without, however, recognizing him until the two stood face to face.

A suppressed cry of surprise escaped her lips as she recognized the tall, stylishly-dressed young man.

"You here?" she exclaimed with an expression of unaffected pleasure. "How pleasant!"

"Pleasant! it is a joy to meet you," replied Charles, as if he were awakening from a dream. The forgiveness which he sought came spontaneously and generously. There was no resentment in her words and the large eyes, as they looked frankly into his own, bore no trace of ill-will.

The depression of the previous hour seemed to have vanished as he told her in rapid words the changes which had come to him during the past two years, leading at last up to the distressing news of the morning from Easton. Nothing regarding the bank trouble did he withhold.

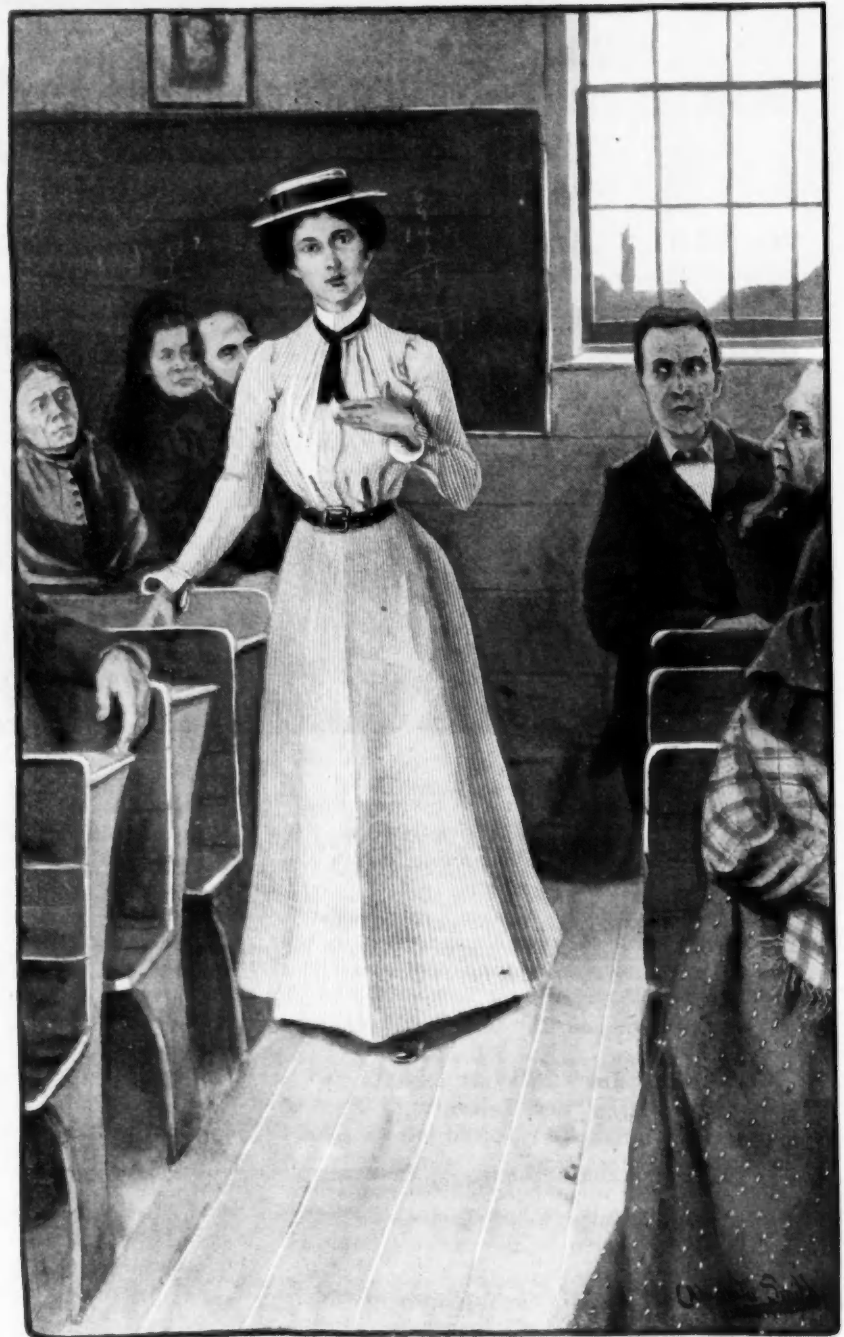
Marion listened with attention. Every word seemed to awaken some new thought in her mind.

"Charles, I will leave for Easton to-night," she said as she stopped before a modest residence. "I will see my father. Good-bye to you," and in another moment she ran up the steps and was gone.

\* \* \* \* \*

When Mr. Falkenberg called the meeting of the Easton merchants together he explained briefly the peril of the hour.

"There is only one way to save the Marshall Bank," he argued. "It is the assurance that we agree not to withdraw our deposits and give our personal guarantee for a large sum to be placed to Mr. Marshall's credit at the First National Bank of New York. Let us not only uphold the good credit of this community, but save one of



I must decline a reappointment.

our oldest and most respected citizens from ruination. There is no time to lose. Already a run on the bank has begun. With your co-operation the needed funds will be here by morning and the bank will be saved. What is your answer?"

The impassioned words of the speaker had won. The merchants gave the necessary indorsements without delay.

When the merchant declared the session closed a young woman clutched his arm.

"A thousand thanks, father," she cried, as tears of joy welled to her eyes. "You did a noble day's work."

"But Marion, the credit all belongs to you," he replied. "How else could we have known that the New York bankers would furnish the means—had you not told me—and urged this plan of action?"

The run on the Marshall Bank was checked on the following day noon. When the depositors saw what seemed to them an inexhaustible supply of gold, they peacefully scattered to their homes.

The elder Marshall, who had been on the verge of distraction during the past twenty-four hours, could scarcely realize that the crisis was passed and that Merchant Falkenberg had saved the day for him.

That night Marion boarded the train for New York, where she quietly resumed her school work on the following morning.

(Concluded on page 16.)





State Supt. George R. Glenn of Georgia was arrested recently on a criminal libel charge. Mr. Glenn, in the discharge of his duties, found it necessary to point out some short-comings on the part of a school official. The latter resented the interference by resorting to the arrest. Mr. Glenn has the good will of the best people of his state.

A slander suit for \$10,000 brought against Supt. Edwin S. Harris of Poughkeepsie, N. Y., has been withdrawn. Mr. Harris was fully vindicated.

Dr. Selin H. Peabody, who was in charge of the educational exhibits at the Chicago World's Fair and the Buffalo Pan-American Exposition, has been chosen to fill a similar position with the Charleston Exposition.

Hon. W. W. Stetson, state superintendent of Maine: "No school is worthy of the name it bears unless the children therein come to have a sense of their personal, community and national responsibility. This knowledge will show them that every violation of rules and laws, every instance of malicious destruction of property, every manifestation of vandalism, all exhibitions of impudence and indolence, all forms of disrespect for persons, places, positions, sacred things, help to make possible the birth of an anarchist and the act of an assassin."

Lincoln, Neb. State Supt. W. R. Fowler sent a circular to all superintendents, principals and teachers regarding memorial services in memory of President William McKinley, and closed his letter as follows: "Our martyred presidents—Lincoln, Garfield, McKinley. What an inspiration are their lives to every poor boy in this noble land of ours! Let every American boy revere their memory and emulate their examples! Let every American boy know that 'Corruption wins not more than honesty.' Let every American boy 'Be just and fear not.' Let all his aims in life be for his country, his God and truth. Then, if he fail, he falls a blessed martyr."

Macon, Mo. County Supt. F. L. Thompson believes that an abhorrence to the principals and teachings of anarchy should be inculcated in the minds of the young.



Obliging School Official.

Principal: There is something wrong with the heating system in our school house. We simply cannot keep warm at all.

School Director: Well, I am willing to furnish you a better thermometer.

Jacksonville, Fla. The superintendent's office hours are from 2 to 5 o'clock Thursday and Friday afternoons, and on Saturdays from 9 to 12 o'clock and from 2 to 5 o'clock. On Mondays, Tuesdays and Wednesdays he visits the schools.

Washington, D. C. Estelle Reel, national superintendent of Indian schools, has compiled a uniform course of study in thirty-one subjects, such as the Indian should learn to become self-supporting. Aside from the literary branches the course includes agriculture, baking, basketry, blacksmithing, carpentry, cooking, dairying, engineering, gardening, harness-making, housekeeping, laundering, printing, painting, sewing, shoemaking, tailoring and upholstering. The course has been in preparation for the past three years, and embodies ideas of the needs of the Indian school service that the superintendent has acquired from personal observation in the field, together with the views of the various superintendents and Indian workers of the United States, many of whom have spent a score of years in the work. This is the most comprehensive course of study yet introduced into the Indian schools.

Portland, Ore. The state superintendent has received from J. C. Bartlett, superintendent of Harney county, the following: "I would suggest that the next legislature revise the Oregon school law so that county superintendents have more executive power over teachers and school officers in regard to hiring teachers, purchasing school supplies, locating and moving school-houses and improving school grounds. I think that the county superintendent in a great many instances in the country school districts could do more for the little school than the board of directors, if he only had the executive powers. Some differ because they say that the superintendents might be too severe in enforcing the law, but I think not, for public sentiment will always guide them aright."

Springfield, Mass. Supt. T. M. Balliet, while recently addressing the Teachers' club, spoke to them on the use to be made of the death of President McKinley as a lesson to the children. He thought that one of the lessons to teachers should be the necessity of greater effort on their part to impress on the children under their care respect for law and order, and to inculcate habits of law and order. Such lessons can be impressed in connection with the study of history and the study of the principles of government. He suggested that the teachers speak of the death of the president and of his virtues in private life in a way that would cause the children to remember the day, but he cautioned them against speaking to the children of the crime. It would be better that young children should not know of that for some years.

The state superintendent of Iowa, in a communication to school directors, says: "In your election as members of the board you have been highly honored. You are also charged with grave responsibility. To direct the schools with success is the most important work in any community. Upon you depends, in a large measure, the moral tone and the intellectual standard to which they attain. The proper care of grounds and buildings, the economical expenditure of school funds, and the employment of good teachers are duties that challenge your best executive ability."

"Of all the duties that devolve upon the board of directors, the most important is that of securing efficient teachers. Fine grounds, good buildings and modern equipments are much to be desired, but they avail but little without the beneficial influence of the highest type of strong manhood and womanhood in the person of the teacher. Boards should demand good scholarship, professional training, an attractive manner and successful experience; and for such qualifications they should pay good wages. In order

to get and keep the best teachers it is necessary to employ them by the year instead of by the term. The truth of the proposition has been demonstrated again and again in the town and city schools, and we urge that the boards in the rural schools adopt the same plan for the coming year."

St. Joseph, Mo. Supt. E. B. Neely says there is a growing sentiment in the schools against corporal punishment and that the teacher who can manage the pupils without resorting to extreme measures is considered best adapted to the work.

Mobile, Ala. Supt. S. S. Murphy: "The idea is prevalent that all that is required to make a good teacher is good health, good character and a fair education. I admit that these are essential qualities, but until some special training is required teaching will never take its place among the professions. The young man from college must take a course in medicine before he will be allowed to treat the simplest case. Why should not the teacher have some professional training? Too often teaching is made a stepping stone to other professions. The briefless barrister, the bankrupt merchant—all can teach school. This state of affairs will exist as long as no preparation is considered necessary for this profession."

D. C. McClure, ex-deputy superintendent of instruction of Michigan, in a recent article writes: "Our wise men are worshipping the god of gradation. Every pupil must be graded, and the result is often degrading. Our civilization is only the lengthened shadow of individuals. The older schools developed along individual lines; the modern schools educate in mass, and the individual is more often smothered than developed. We are coming to see this truth more and more clearly. Lincoln knew a few books well, and these gave him ideals. It was through these ideals that he stands to-day the grandest figure of the Nineteenth century. If he had been put into a modern graded school he might have been smothered. Little Massachusetts in ninety years produced 2,896 names that went into English and American encyclopedias. This result was due to individual education—to the older system of education. Later, under our modern system of education—the graded school system—five other great states produced in ninety years twenty-seven names which found their way into English and American encyclopedias. We must get rid of our worship of fads and the graded school system before we can look on both sides of the question of education. The earlier results were from the old-fashioned training in district schools. The latter results under our present system. Which will you choose?"

Atlanta, Ga. County Superintendent Brittain made a terse but sensible answer when asked why Fulton county's board of education had decided to inaugurate the hauling of children to school. It strikes forcibly, and clearly illustrates Superintendent Brittain's practical turn. His answer, substantially, was that from a purely business standpoint it was more economical—that it was a matter of dollars and cents, and a purpose to secure better educational results, and not sentiment, that prompted the board to take the step.

Worcester, Mass. Supt. Carroll believes that when teachers have any grievances they ought to go with their difficulties to the superintendent before going to the members of the board.

Milwaukee, Wis. The mayor appoints four persons known as the school commission, who in turn appoint the board of school directors. There are twenty-three and they represent their respective wards. The term of office is three years, one-third appointed each year. The superintendent is selected by the board of directors and his term is three years.





## Reports from Fifty Leading Cities in the United States.

### New York, City.

Elementary Schools—Principals and Heads of Departments.

Principals and branch principals of schools of not less than 12 classes, including schools having high school departments are paid in accordance with the following schedule:

#### SCHEDULE I.

	Women.	Men.
1 year	\$1,750	\$2,750
2 years	2,000	3,000
3 years	2,250	3,250
4 years	2,500	3,500

The minimum salary for women is \$1,750; the maximum salary \$2,500; the rate of annual increase, \$250. The minimum salary for men is \$2,750; the maximum salary, \$3,500; rate of annual increase, \$250. No increase for any year, however, is made unless the service of the principal or branch principal has been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents of the Borough in which he or she is employed.

Principals of schools of less than 12 classes but not less than 5 classes, heads of departments and assistants to principals, are paid in accordance with the following schedule:

#### SCHEDULE II.

	Women.	Men.
1 year	\$1,000	\$1,800
2 years	1,060	1,860
3 years	1,120	1,920
4 years	1,180	1,980
5 years	1,240	2,040
6 years	1,300	2,100
7 years	1,360	2,160
8 years	1,420	2,220
9 years	1,480	2,280
10 years	1,540	2,340
11 years	1,600	2,400

The minimum salary for women is \$1,400; the maximum salary \$1,600; the rate of annual increase \$60. The minimum salary for men is \$1,800; the maximum salary \$2,400; the rate of annual increase \$60. No increase for any year, however, is made unless the service of such principal etc., has been approved after inspection and investigation as fit and meritorious by a majority of the board of superintendents of the Borough in which he or she is employed.

### Chicago, Ill.

#### HIGH SCHOOLS.

First Group—\$2,500 the first year, increasing \$100 a year until a maximum of \$3,000 is reached.

Second Group—\$2,000 the first year, increasing \$100 a year until a maximum of \$2,500 is reached.

#### ELEMENTARY SCHOOLS.

Principals of schools receive \$1,200 per annum for the first year's salary, increasing \$100 a year to a maximum salary.

First Group—For schools having an average membership for the school year of 700 or more pupils, the maximum salary is \$2,500 per annum.

Second Group—For schools having an average membership for the school year of 300 to 700 pupils, the maximum salary is \$2,200 per annum.

Third Group—For schools having an average membership for the school year under 300 pupils, the maximum salary is \$1,500 per annum.

### St. Louis, Mo.

Principal High School—1st year, \$2,472; 2d year, \$2,575; 3d year, \$2,678; 4th year, \$3,090; 5th year, \$3,605. Principal Class A School (18 or more Assistants)—1st year, \$1,751; 2d year, \$1,854; 3d year, \$1,957; 4th year, \$2,060.

Principal Class B Schools (14 to 17 Assistants)—1st year, \$1,545; 2d year, \$1,648; 3d year, \$1,751; 4th year, \$1,854.

Principal Class C Schools (10 to 13 Assistants)—1st year, \$1,248; 2d year, \$1,352; 3d year, \$1,456; 4th year, \$1,545.

Principal Class D Schools (8 or 9 Assistants)—1st year, \$945; 2d year, \$997.50; 3d year, \$1,040; 4th year, \$1,092; 5th year, \$1,144.

Principal Class E Schools (5, 6 or 7 Assistants)—1st year, \$840; 2d year, \$892.50; 3d year, \$945.

Principal Class F Schools (3 or 4 Assistants)—1st year, \$735; 2d year, \$787.50; 3d year, \$840.

Principal Class G Schools (1 or 2 Assistants)—1st year, \$630; 2d year, \$682.50.

The grading of the principal's salary is based on the number of rooms in his school and years service, as per schedule.

### Boston, Mass.

Head Master, normal school	\$3,780
Master, 1st year, \$2,340; annual increase, \$144; maximum	3,060
Head Masters Latin and high schools	3,780
Masters	3,060
Head Masters mechanic arts high school	3,780
Masters	3,060
Masters grammar schools, 1st year, \$2,580; annual increase, \$120; maximum	3,180
Principals kindergartens, 1st year, \$600; annual increase, \$48; maximum	792
Principal Horace Mann school for the deaf	2,880

### Baltimore, Md.

Each high school principal receives salary of	\$2,400
(Without regard to the size of school.)	
There are about 100 elementary schools included in 24 groups; principal of each group receives a salary beginning at	1,800
With an annual increase until the maximum is reached, being	2,000
At the head of each building is a vice-principal with a salary of	900
But in the case of large buildings	1,200
(Salary fixed upon though not yet realized.)	
Vice-principals, who received as principals under the old organization	1,500
(Retain that salary as vice-principals.)	

### Cleveland, O.

Salary Principals—	
28 rooms or more	\$1,600
18 to 28 rooms	1,500
15 to 18 rooms	1,300
10 to 15 rooms	1,200

### Buffalo, N. Y.

The salaries of principals is based upon the average attendance of pupils in the various schools.	
Over 2,000	\$2,000
Over 1,700	1,900
Over 1,200	1,800
Over 800	1,700
Over 500	1,600
Over 400	1,500
Over 350	1,400
Over 300	1,300
Over 250	1,200
Over 200	1,100
Over 150	1,000
Over 100	900
Under 100	800

### San Francisco, Cal.

Principal high school, per month	\$250
Principal grammar school, per month	180
Principal primary school, per month (14 or more classes)	150
Principal having 10 to 13 classes (both incl.)	130
Principal having school with 4 to 9 classes	120
Principal having school with 2 and 3 classes	105

### Cincinnati, O.

Principals of intermediate schools are appointed at \$1,800 per annum, which sum is increased \$100 annually until the salary amounts to \$2,100.

Principals of district schools are appointed at \$1,600 per annum, which sum is increased \$100 annually until the annual salary amounts to \$1,900.

Principals of high schools receive \$2,200 to \$2,600.

### Pittsburg, Pa.

Principals in charge of districts with—	
Less than 6 teachers	\$1,350 per annum
6 to 10 teachers	1,550 per annum
11 to 15 teachers	1,650 per annum
16 to 20 teachers	1,800 per annum
21 to 30 teachers	2,000 per annum
31 to 40 teachers	2,100 per annum
41 to 50 teachers	2,200 per annum
Above 50 teachers	2,300 per annum

### Detroit, Mich.

Principals of schools, 6 rooms or less, per year	\$ 850
Principals of schools, 8 rooms, per year	900
Principals of schools, 12 rooms, per year	1,300
Principals of schools, 14 or more rooms, per year	1,500
Principals of schools, 16 rooms, per year	1,600
Principals of schools, 18 or more rooms, per year	1,800
Principal Central high school	3,000
Principal Eastern and Western high schools	2,000
In case one or more rooms are unoccupied in any building of six or more rooms, \$2.50 is deducted from the monthly salary of the principal for each unoccupied room.	

### New Orleans, La.

Salaries paid to principals are based upon the number of departments.

Grammar and primary from	\$80 to \$110 per month
District schools	65 per month
High school, male	200 per month
High school, female	140 per month

### Milwaukee, Wis.

Principals of district schools receive, 1st year	\$1,400
Each year \$100 additional until	1,700

Principals of primary schools receive salaries as follows:

Schools with less than 4 rooms, occupied by full classes, per year	\$ 700
Schools with 4 rooms occupied by full classes, 1st year	900
Second year	950
Thereafter	1,000
For schools containing more than 4 rooms and less than 14 rooms, occupied by full classes, \$50 additional to the above until a maximum is reached of	1,300
For schools containing 14 or more rooms, occupied by full classes, per year	1,400
High school principals receive, per year	2,500
(Maximum salary.)	

### Washington, D. C.

Principal high school	\$1,600
Principal graded school	\$1,000 to 1,500
Most of the buildings are small eight-room buildings—a few 12-room and two 24-room buildings.	
All 8-room principals get \$1,000.	
Others from \$1,200 to \$1,500.	

### Newark, N. J.

Salaries of Principals—	
Females	\$1,000 to \$1,200
Males, elementary schools (less than 12 rooms)	1,500
Males, elementary schools (12 to 23 rooms)	1,800
Males, elementary schools (more than 23 rooms)	2,000
Grammar school principals	2,000

### Louisville, Ky.

For buildings with 12 teachers, per year	\$1,250
For each additional teacher above 12 and up to 24, \$41.66 a year is granted.	
For 24 teachers and above, per year	1,750
For each teacher below 12, \$50 a year is deducted.	
High school principals receive	2,500
Primary school principals receive	750

### Minneapolis, Minn.

Principal's Schedule—	1st yr.	2d yr.	3d yr.
4-room building or less	\$ 750	\$ 750	\$ 750
5 or 6 room building	750	775	800
7 or 8 room building (all grades)	800	850	900
9 or 10 room building	950	1,000	1,100
11 or 12 room building	1,050	1,100	1,200
13 or 14 room building	1,150	1,200	1,250
15 or 16 room building	1,200	1,250	1,300
17 or 18 room building	1,250	1,300	1,350
19 or 20 room building	1,300	1,350	1,400
21 or 22 room building	1,350	1,400	1,450

The salaries are fixed upon the basis of the actual number of school rooms, not including recitation rooms or basement rooms.

### Providence, R. I.

Salary principal high school	\$2,500
To principals of the Thayer Street, Doyle Avenue, Candace Street, Branch Avenue, Point Street, Oxford Street, Peace Street, Broad Street, Vineyard Street, Brigham Street, Messer Street, Roosevelt Street, Federal Street, and Academy Avenue grammar schools, each per year	2,000
Principal Manton Avenue grammar school	1,500
Principals of primary schools of six or more rooms receive \$75 in addition to the salaries to which they are entitled as teachers.	
All other principals of primary schools receive \$50 in addition to the salaries to which they are entitled as teachers.	

### Indianapolis, Ind.

Principals in charge of 2 rooms	\$ 700
Principals in charge of 3 rooms	750
Principals in charge of 4 rooms	800
Principals in charge of 5 rooms	850
Principals in charge of 6 rooms	900
Principals in charge of 7 rooms	950
Principals in charge of 8 rooms	1,000
Principals in charge of 9 rooms	1,050
Principals in charge of 10 rooms	1,100
Principals in charge of 11 rooms	1,150
Principals in charge of 12 rooms or more	1,200

### Rochester, N. Y.

Male principals of grammar schools receive	\$1,650
Women principals (with exception of one)	1,100
One woman principal, the oldest, receives	1,500
Principals of primary schools, women, receive salaries ranging from \$650 to \$1,000, according to length of service and size of the building, but there is no regular plan and no theory back of it.	

## Kansas City, Mo.

Schedule of Principals' Salaries (per month):

Principal in charge of 1 room.....	\$ 75
A 2-room building.....	90
A 3-room building.....	100
A 4-room building.....	100
A 5-room building.....	110
A 6-room building.....	120

Principal in charge of one room or division (class of a grade)—

A 7-room building.....	\$130
A 8-room building.....	140
A 9-room building.....	150
A 10-room building.....	160
A 11-room building.....	165

Principal teaches highest class in grammar, history and arithmetic each day—

A 12-room building.....	\$170
A 13-room or 14-room building.....	175
A building either 15 rooms or more.....	180

No principal is entitled to full pay under the schedule until after three years' service as principal in the Kansas City public schools, after which the question of years' service is not considered except in cases of promotion.

In case of promotion to principalships or of promotion of principals from smaller to larger schools, one-third of the difference between the salary the person received (or receives) and the regular schedule for the school to which the promotion is made is added each year for three years, until the full schedule is reached, if the work each year shows advancement in teaching and governing.

## St. Paul, Minn.

Salaries of principals based on number of class rooms. From \$700 to \$2,000 per annum; high school principal, \$3,000.

## Denver, Col.

Salaries of principals depend upon two things: Number of rooms and length of service.

	1st yr.	For 4 yrs.	Aft. 5 yrs.
4 and 5 rooms.....	\$ 800	\$ 900	\$1,000
6 and 7 rooms.....	1,000	1,100	1,200
8, 9, 10 and 11 rooms.....	1,200	1,300	1,400
12 to 18 rooms.....	1,400	1,500	1,600

The principals of the high schools get \$2,500. This will probably be increased soon.

## Denver, Col. (Dist. No. 1)

Principals, primary and grammar schools supervising and responsible for—

	1st yr.	2d. yr.
6-room building.....	\$1,000	\$1,000
8-room building.....	1,000	1,100
10-room building.....	1,100	1,300
12-room building.....	1,300	1,500
16-room building.....	1,500	1,600
18-room building.....	1,600	1,800
20-room or more.....	1,800	2,000

## Toledo, O.

Principals of elementary schools receive, per year—

18 rooms.....	\$1,000
16 and 17 rooms.....	950
14 and 15 rooms.....	925
12 and 13 rooms.....	900
10 and 11 rooms.....	850
8 and 9 rooms.....	800
6 and 7 rooms.....	750
4 and 5 rooms.....	700
2 and 3 rooms.....	650
1 room.....	625

## Columbus, O.

Elementary Schools—

First year, per month.....	\$ 90
Second year, per month.....	100
Third year, per month.....	110
Fourth year, per month.....	115
Fifth year, per month (maximum).....	120

High Schools—

First year, per month.....	\$160
Second year, per month.....	170
Third year, per month.....	180
Fourth year, per month.....	190
Fifth year, per month (maximum).....	200

Principals' salaries are graded entirely on the number of years' experience, but in buildings with eight rooms or less, they are required to teach.

## Worcester, Mass.

Principals' salaries are not graded but their pay is usually increased at the rate of \$50 or \$100 a year. There are—

Eight supervising principals, who receive.....\$2,000 (Except one who has just been appointed.)

One principal of the 9th grade building, not a supervising principal, receives.....1,800

One or two principals receive which, by tradition, seems to be the maximum for large buildings.. 1,600

Principals of 8-room buildings receive also, by tradition, is the maximum.....1,100

High school principals receive, per year.....3,000

## Dayton, O.

A uniform salary is paid to each district school principal.

Per month (9½ months).....	\$150
High school principals (9½ months).....	210

## Syracuse, N. Y.

There is no fixed method of determining principals' salaries. They are measured somewhat according to size or grade of school; yet no regular plan is observed. The full grammar schools are presided over by male principals, whose salaries are \$1,600.

Lady principals of primary and intermediate schools.....\$ 900  
Principal of high school.....3,000

## New Haven, Conn.

Principal of Hillhouse high school.....\$3,000  
Principal of Boardman manual training high school.....2,600

Supervising principals.....2,500  
Principals of 12-room buildings.....1,000

Principals of 4-room buildings.....600  
Principals of buildings, containing more than 4 rooms and less than twelve receive the regular salary of the grade of the principal, plus \$10 for each room in the building. Each of the supervising principals has charge of a district, containing from 2 to 6 school buildings.

The supervising principals have supervision over all the school work done in their respective districts. There are at present in the city 9 supervising principals, of whom 2 are ladies and the rest men. Each supervising principal is the active principal of the largest building in his district and has his office in that building. The principals of the buildings are all ladies. They have no supervision over the work done in their respective buildings but merely are the executive and disciplinary heads of their buildings.

## Paterson, N. J.

Salaries paid principals—  
Primary schools.....\$1,275  
Grammar schools.....1,500  
Normal school.....1,750  
High school.....2,000

These salaries are arbitrary. The term of service or number of class rooms, does not determine the rate.

## Fall River, Mass.

Salaries paid to principals are determined in the intermediate and primary schools by the size of the building.

Principal of a 2-room building has.....	\$520
Principal of a 4-room building has.....	560
Principal of a 6-room building has.....	640
Principal of a 8-room building has.....	720

In the grammar schools the size of the building and the experiences of the teacher enter into the problem.

In 8-room buildings, the minimum is \$800, and \$1,200 is the maximum. In 12-room buildings \$1,500 is the maximum. In one building, that is peculiarly arranged, the salary is \$1,600.

## St. Joseph, Mo.

Salary of principal of high school, \$2,000.  
Salary of principals of buildings containing four, five or six rooms is \$75 per month.

The salary of principals of buildings containing seven or more rooms is \$95 per month.

The number of class rooms and not the term of service determines the rate of salary paid principals in the grammar and primary schools.

## Omaha, Nebr.

Salaries paid high school principals, per annum, \$2,400

Salaries in other schools—  
1 and 2-room buildings, per month.....\$ 80  
3-room buildings, per month.....85  
4-room buildings, per month.....90  
5-room buildings, per month.....95  
6-room buildings, per month.....100  
7-room buildings, per month.....105  
8-room buildings, per month.....110  
9-room buildings, per month.....115  
10-room buildings, per month.....120  
11-room buildings, per month.....125  
12-room buildings, per month.....130  
13-room buildings, per month.....135  
14-room buildings or more, per month.....140

Principals receiving less than \$140 per month receive an increase of \$5 per month for each additional room opened, and have their salaries reduced \$5 per month for each room closed; but no principal of a graded school receives more than \$140 per month.

## Lowell, Mass.

Head master of high school.....\$3,000  
Sub-master of high school.....2,200  
Masters, grammar schools.....2,000

Grammar masters begin with 1,300, which sum is increased \$100 each year until a maximum of \$2,000 is reached. Increase depends upon length of service, and not at all on number of rooms. All masters now in service draw \$2,000.

## Atlanta, Ga.

Principals of grammar schools are paid according to the number of class rooms under their supervision.

Boys' high school.....	\$2,000
Girls' high school.....	1,500
Grammar schools, 12 grades or more.....	1,200
Grammar schools, 11 grades.....	1,175
Grammar schools, 10 grades.....	1,150
Grammar schools, 9 grades.....	1,125
Grammar schools, 8 grades.....	1,100
Grammar schools, 7 grades.....	900
Grammar schools, 6 grades.....	800

## Albany, N. Y.

Principal high school.....	\$3,000
Principals elementary schools (men).....	1,900
Principals elementary schools (women).....	1,200

The principals' salaries are not graded.

## Memphis, Tenn.

Principal high school, per annum.....\$1,500  
(Or at the rate of \$125 per calendar month.

He is required, however, in addition to his regular duties as principal, to aid the superintendent during a period of about three and a half calendar months.

Principals Grammar Grade Schools—  
Per school month for first year.....\$ 90  
Per school month for second year.....95  
Per school month for third and fourth years.....100  
Per school month for fifth and sixth years.....105  
Per school month for seventh and eighth years.....110  
Per school month for ninth and tenth years.....115  
Per school month for eleventh and twelfth years.....120  
Per school month for thirteenth year and thereafter.....125

Provided, however, that their services have been continuous.

The grading is based upon the term of service. This schedule applies only to principals of buildings containing not fewer than seven class rooms.

## Cambridge, Mass.

Head masters of Latin school and English high school.....\$3,000  
Head master Rindge manual training school.....3,000  
Master Wellington training school.....2,500  
Masters of grammar schools, primary and kindergarten.....2,000  
Principals of primary schools, 1st year.....700  
Principals of primary schools, 2d year.....750  
Each succeeding year \$5 additional for each room under her supervision.

## Grand Rapids, Mich.

Principals of ward schools are given the maximum salary of the fifth grade, which is \$575. To this is added \$25 for each additional room, so that—  
A 4-room building pays.....\$650  
A 8-room building pays.....750  
A 12-room building pays.....850

There is a distinct grammar school which is exempt from this schedule.

High school principals receive from \$1,400 to \$2,300 per year.

## Portland, Ore.

Following is a schedule of salaries of principals—  
Buildings containing less than 4 rooms.....\$ 700  
Buildings containing 4 rooms.....800  
Buildings containing 5, 6 or 7 rooms.....900  
Buildings containing 8, 9 or 10 rooms.....1,150  
Buildings containing 11 or 12 rooms.....1,250  
Buildings containing 13, 14, 15 or 16 rooms.....1,400  
Buildings containing 17, 18, 19 or 20 rooms.....1,500

## Seattle, Wash.

Principals are paid as follows—  
4 class rooms, per month, for 10 months.....\$100  
8 to 12 rooms, per month.....130  
12 to 16 rooms, per month.....140  
16 to 20 rooms, per month.....150  
20 and above, per month.....160

## Wilmington, Del.

Principals are paid from \$600 to \$1,900.  
According to character of the school, number of rooms and length of service; the length of service is the chief determining factor.

## Jersey City, N. J.

Grammar school principals, minimum.....\$1,800  
Grammar school principals, maximum.....2,400  
Annual increase \$100. Basis of increase, length of service and efficiency.

Primary school principals, minimum.....\$1,200  
Primary school principals, maximum.....1,500  
Annual increase \$100. Basis of increase, length of service and efficiency.

## Reading, Pa.

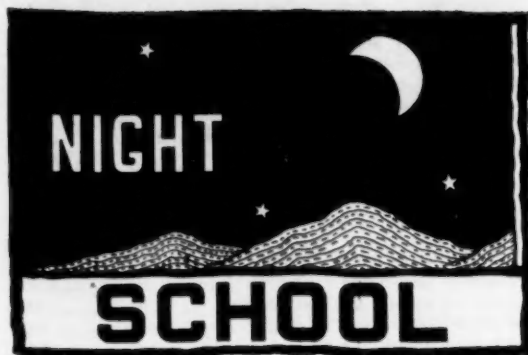
Salaries of principals in 4-room building, per year.....\$460  
Salaries of principals in 12-room building, per year.....700  
Principal Boys' high school, received per year.....1,700  
Principal Girls' high school, received per year.....1,200

## Scranton, Pa.

Principal of high school receives \$250 per month.  
District school principals from \$45 to \$90 per month.

A Chicagoan says that the average school child of the present time has little or no respect whatever for the scholastic attainments of his father and mother. To be plain and matter of fact, the children view with contempt the old-fashioned methods of doing things. They do not envy those who are able to spell common words; on the contrary, they regard it with an easy indifference most edifying to behold. And as to the solution of sums in mathematics by the old-time "figgering," it is not worth debating or getting excited over.





Boston, Mass. For more than thirty years the city has been interested in providing instruction to supplement the work in the day schools and the system has grown from a few elementary classes with a small attendance to the present number of over a score of evening schools, having a membership equal to the population of a small city.

The scope of the instruction reaches from the most elementary work to a complete business education, and the more special subject of a college course or professional school. It is principally elective, enabling each individual to pursue the studies adapted to his or her particular needs, and thus far no subject has been considered too advanced for class work when a sufficient number of qualified applicants have signified their desire to take up the work. Admission to the elementary schools is open to all. To enter the high school a pupil must pass a preliminary examination unless he is a graduate of some Boston grammar school, or has been admitted as a pupil of some Boston high school.

Oshkosh, Wis. Superintendent Simonds, speaking of the impression that had gone abroad and which had received much credence, that one of the objects of the night schools was to furnish a place for young men, to keep them out of saloons, and that the work done in the schools is more entertaining than instructive, said this was untrue. He stated that the schools were for no such purpose; that they are for the benefit of those persons who have not had an opportunity to secure all the education they desire and that work is the watch word of the night schools, as of the day schools. Every effort is made to assist those who have the ambition to assist themselves in furthering their education. The course in the schools includes the common branches. The higher branches, Latin, German, bookkeeping, algebra and physics are optional studies, to be taken up by pupils if they so desire and if a reasonable large class is secured.

Louisville, Ky. The rule making married women ineligible as teachers was suspended as far as the night schools were concerned.

Atlanta, Ga. The branches taught in the Boys' Night school include arithmetic, grammar, history, geography, penmanship, shorthand, typewriting, book-keeping, manual training, debating, physical culture and literature, besides an interesting course of lectures.

New York City. Reports from the night schools throughout the city show a largely increased attendance over last year and that they are in a flourishing condition. Their sphere of usefulness is being enlarged by adding the study of higher branches.

Lynn, Mass. Evening schools have been opened with four sessions a week. Tuesday and Thursday evenings freehand drawing is taught, and mechanical drawing on Wednesday and Friday evenings.

Brockton, Mass. In the evening high school there are enrolled as pupils men and women engaged in nearly all the vocations and trades of the city, college graduates and students who have taken up some particular branch of work. The course of study is wholly elective, the aim

being to be practical, progressive and thorough. The classical course takes in English, Latin, algebra and geometry. A civil service course includes history, civil government, geography and history. The book-keeping course includes the study of practical bookkeeping, beginning and advanced; office practice, business arithmetic, business correspondence and business forms.

Akin to this is the stenographic course, including stenography, beginning and advanced, and typewriting.

The object is to prepare those having a grammar school education for civil service examinations; to fit in English, Latin and mathematics for law; train pupils for general work in business offices and prepare teachers for special work in stenography, bookkeeping and typewriting.

In addition to the course outlined lectures on the following subjects have been planned: "Physiology," "The Banking World," "The Inside Life of the City Postoffice," "How a Department Store is Run," and "Success in Life."

In the elementary night schools, certificates are granted at the end of each term, and diplomas to those who complete the course.

St. Paul, Minn. The board not having the means to reopen a general system of night schools, did the next best thing and granted the use of some of the schools to the night schools conducted by the St. Paul Commons. The work done by this institution is purely voluntary and is essentially philanthropic. The Commons makes itself responsible for the conduct of the schools, paying the teachers from the proceeds of the small fee which is charged, and the teachers who act as instructors practically give a large part of their services, since what they receive is far below the value of their services.

Chelsea, Mass. The board refused to incorporate stenography and typewriting into the evening school course of study.

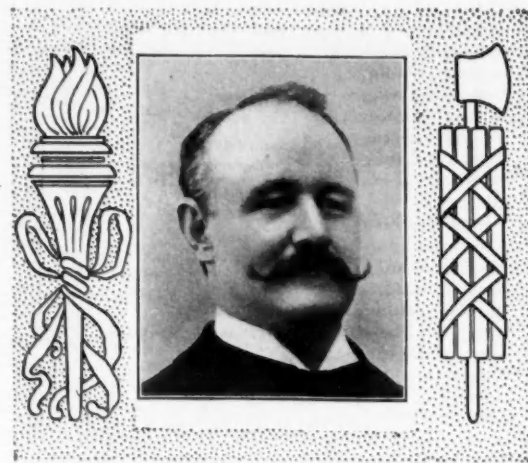
Somerville, Mass. Unusual pains have been taken this year to provide superior teachers for the elementary night schools. Sessions are held from 7:30 to 9:30 o'clock on Monday, Tuesday, Thursday and Friday evenings of each week. A special feature this year is the evening drawing school. The course in the mechanical department is for three years and the freehand course two years, diplomas are to be granted to those who pursue either course successfully to the end.

Baltimore, Md. Night schools for all classes have been established. There are six of these schools for whites and four for blacks.

Central Falls, R. I. All pupils attending the night schools are required to deposit the sum of 50 cents as a guarantee that they will attend regularly. The money is refunded when they have attended a certain percentage of the sessions.

Springfield, Mass. The attendance upon the evening high school shows a marked increase over last year. Sessions are held on Monday, Wednesday and Friday evenings from 7:15 to 9:15 o'clock. Tuition is free to residents of Springfield; non-residents are charged \$15 for the term, payable in advance. Entrance to the school is by examination, but pupils who can show that they have at any time been promoted into grade nine of the grammar schools are admitted without examination. The lists of studies in the several courses are as follows:

Commercial—Bookkeeping, stenography, typewriting, penmanship and arithmetic. Languages—English, rhetoric, American literature, French, German, Latin and Greek. Science—Physics, chemistry, astronomy, physical geography, biology and physiology. Mathematics—Arithmetic, algebra and geometry. History—American history, general history, civil government, political economy. Special classes in Spanish, free-hand drawing or any other study are instituted if a membership of ten pupils is secured.



HON. ANDREW M. SWEENEY,  
President Indiana State Association of School Boards,  
Indianapolis, Ind.

The career of Hon. A. M. Sweeney, vice-president of the Indianapolis board of education, presents an apt illustration of what may be accomplished by pluck and perseverance. His boyhood days were surrounded with hardships which prevented him from seeing the inside of a school house for more than two years by the time he had reached his sixteenth year.

It was at this age that young Sweeney found himself a hard worker with a gang of railroad builders in Northern Indiana. It was in the winter time, and the severe storms prevented the men for some weeks from pursuing the work when the current in his life changed.

A village close by needed a school teacher. Young Sweeney was asked to take the position. Those who had come in contact with him were impressed with his natural abilities, and believed him capable. He took the school, taught it, and made a success of his work.

Not only this, but in time he became a school-master of recognized ability throughout the state of Indiana.

Andrew M. Sweeney was born in Cincinnati, O., in 1854. In 1864 he came to Indiana and has resided in this state since. His education was received in the public schools and at St. Meinrad's College, in the southern part of the state. He was in charge of the Jasper public schools for seven years, and county superintendent of schools of Dubois County, Indiana, for eight years. In 1886 he was the nominee of the Democratic party for state superintendent of public instruction for Indiana, but was defeated with his party. In 1890 he was nominated and elected clerk of the Supreme Court of Indiana, serving from November, 1890, to November, 1894. He has been connected with the public schools of the state in one way or another for over twenty years, always taking great interest in the work they are doing for the common people. In October, 1899, he was elected one of the five school commissioners for the city of Indianapolis, under the new laws, and is serving at present as vice-president of the school board. At the last election he was elected by a plurality of over 7,000 votes.

Mr. Sweeney is the president of the State Life Insurance Company of Indiana, the most important institution of its kind in the state. He is universally respected by his fellow-citizens for his splendid character as a man, his public spirit and his loyalty to the educational interests of his city.

Attleboro, Mass. Three night schools have been opened and the attendance upon them by the foreign element has astonished the board. Some of the manufacturing companies are offering all assistance possible, and have caused several of their overseers to act as interpreters and assistants to the teachers.



# Among Boards of Education

Memphis, Tenn. The city attorney maintains that it is not a part of his duties to represent the board in its litigation matters.

Chicago, Ill. Superintendent Cooley and Trustee Mark have submitted a plan to the library board by which the board of education is to set aside space in ten school buildings in different sections of the city for reading rooms, and the library board to furnish the books and necessary attendants. The opening of these reading rooms in the schools, it is thought, would keep many youths off the streets at night and supply good literature to those who most need it and who can profit by its reading. Supt. Cooley also suggested that a room in the public library be set aside for us as a reference library for public school teachers.

Duluth, Minn. The board has permitted the establishment of a savings bank in the schools.

Chicago, Ill. The West Division High school has been rechristened. It has been named the William McKinley High school, in honor of our late president.

Cincinnati, O. Supt. Boone has recommended to the board that the schoolhouses be named in honor of men famous in national, local or educational circles.

Camden, N. J. Supervisor James E. Bryan has declared himself as favorable to more male teachers. "Teachers," he said, "should not get the idea that all teachers are women. I do not believe that all teachers should be women, nor do I believe that either men or women should predominate, but that both should be engaged and work along in harmony, and then the teaching profession would gain proper standing and the salaries would be higher."

Springfield, Mass. An engagement bureau for the benefit of business men and others who desire to secure assistants has been established at the high school, under the supervision of the head of the business department.

Omaha, Neb. Several members of the board are seriously considering the feasibility of discharging all the school principals and employing a limited number of supervisors, who are to make the rounds of the schools at regular intervals.

Jersey City, N. J. The mayor sent a communication to the president of the board instructing him to notify all the employees of the school board, from the principals and teachers down to the janitors, that they are not compelled to contribute to the funds of any political party for the purpose of holding their position.

Chicago, Ill. In speaking of the extension of the public schools, so as to utilize them in social development, Trustee Rowland said:

"The schools should not be considered as sacred to the child-life. They are erected by public funds, they are idle the greater portion of the time, and they ought to be given over more to the public. Think of the long evenings the doors of the buildings are locked, while the people of the tenement districts have no place whither they can repair for social and intellectual enjoyment.

"Open the doors and let clubs and associations hold their meetings in the assembly halls. Throw open the gymnasiums and let the young man who has no opportunity of attending school have the advantage of the apparatus. Let the schools become sacred to the people, because they represent the focus of the social, the intellectual life

of the community. Open the schools, and the boys will not haunt the streets and places of low resort after their work for the day is done. Open the schools, and the tired mother and father will have a place where they can meet their neighbors in cheerful, social chat.

"The advantage to the social system is obvious. Men are yearning for places where discussions could be had. Organize the men of a neighborhood into a club for debating and literary purposes, and a decided step forward has been taken. I intend to agitate the matter further, and to try to establish a social center in every school in the city."

Minneapolis, Minn. The right of the board to enforce compulsory vaccination is to be tested in the courts.

Detroit, Mich. It is customary to elect a new man as president each term. However, Edward Marschner, the present president, is serving two consecutive terms. This is the second time in the history of the board that this has happened.

A western school board member says: "Fads in the public schools are very costly, and being costly, they divert money that should be expended for the essential branches of education in preference to the superfluous. By robbing a large number of school patrons of the opportunity for acquiring useful and indispensable knowledge, to benefit a few, they become harmful, if not dangerous."

Kansas City, Mo. Robt. L. Yeager, formerly president of the board, is against mixing whites and blacks in the public schools. He thinks it works an injustice on both races and a greater injustice on the negro.

St. Louis, Mo. Stimulated by the success achieved in Illinois by the Cook County Teachers' association in their fight in behalf of franchise taxation, the school board has instructed its attorney to institute suit at once against the state board of equalization to compel the taxing of all franchises.

Brooklyn, N. Y. The free public lecture system under the control of the board of education is now a fixed annual feature. These lectures are as comprehensive in the education of adults as the public school system is in the education of those of primary and secondary school age. They are established for the benefit of all classes and the lecture halls are open to persons coming from all classes of society and of the widest diversity of previous education and training. It is recognized that the success of the lecture system depends very largely on the ability of the lecturers to arouse and hold the interest of an audience, and therefore lecturers are selected with special reference to their fitness in this respect. Some of the subjects presented to the people, through these lectures, are as follows: History, ancient, medieval and modern; science, elementary physics and chemistry, mechanics and electricity, physiology and hygiene, first aid to the injured, popular astronomy; civics and government, national, state and municipal, money and commerce; travel and discovery, descriptive geography, anthropology; biography, literature, music, arts and trades, industries, journalism. The lectures are always very numerous attended, demonstrating a well defined appreciation on the part of the public of the advantages thus offered them by the board of education for free instruction and entertainment.



SUPT. L. L. WRIGHT,  
Member State Board of  
Education, Ironwood,  
Mich.



MR. A. L. KEECHLER,  
President Board of Educa-  
tion, East St. Louis,  
Ill.

Taunton, Mass. The teachers have been notified to refuse the request of parents who desire to have their children excused before the regular closing hour of school for the purpose of attending dancing schools or taking music lessons.

Philadelphia, Pa. The outrageous attempts of the local school board of the Fourteenth section to compel regular teachers to absent themselves in order that certain substitutes might have employment was the primary cause of the adoption of a new rule by the central board of education, which provides that absence for other causes than sickness or to visit another school for observation purposes can only be permitted after formal application shall have been made in writing to the committee on elementary schools.

La Crosse, Wis. A new system of sweeping the school rooms is about to be introduced, first as an experiment and if it proves satisfactory it will be used exclusively. This system is cleaning the school rooms with damp sawdust, instead of sweeping them dry, with a broom. The furniture, blackboards and desks are first brushed off with a piece of cheese cloth and then the room is sprinkled with damp sawdust. This is carefully swept up with a broom and taken down cellar and burned.

Shamokin, Pa. The rule for exempting pupils making 85 per cent from examinations has been amended so that all pupils in the high schools and the eighth grades, finishing their studies before the end of the year, and making this average be exempt at the time of the completion of their studies.

Omaha, Neb. The board has instructed the superintendent to impress upon all teachers the necessity of great care to avoid any instruction or comment in school which might justly, even by implication, give offense to any citizen or class of citizens.

Kansas City, Mo. The high school is attended by white and negro students.

Sioux City, Ia. The custom of collecting clothing, provisions, etc., from the pupils in the schools for the benefit of the poor at the Thanksgiving season was discontinued this year. The principal reason was that it was believed disease germs might be carried into the schools from homes where there had been smallpox or other contagious diseases and the houses had not been properly fumigated.

Kenosha, Wis. The county superintendent has found a teacher guilty of the charge of sticking pins into his pupils to discipline them and has taken away his diploma. The county superintendent has acted wisely, for such method of administering discipline is not in harmony with our civilization. The constitution of the United States provides that "no cruel or unusual punishments shall be inflicted." This applies in the school room as well as in the courts.

Portland, Me. A corps of physicians regularly tour the schools and inspect the children.



# THE AMERICAN School Board Journal

DEVOTED TO  
School Boards, School Officials and Teachers.

WM. GEO. BRUCE, - Editor and Publisher  
New York—Chicago—Milwaukee.

NEW YORK OFFICE: - - - 3 East 14th St.  
CHICAGO OFFICE: - - - 126 Wabash Ave.

ISSUED MONTHLY. SUBSCRIPTION, \$1.00 A YEAR.

## INDIANA MAKES A MOVE.

Indiana will have a state association of school boards. The beginning has been made. Officers have been chosen, a date for the first meeting fixed and a program ordered.

On the evening of November 8th a number of members of boards of education in the state attended a meeting of the superintendents of the state held at Indianapolis. The primary purpose of their attendance, however, was to secure a conference leading to the organization of a state association of school boards.

The proposition advanced that a school board section of the state association of teachers or superintendents be formed did not meet with favor. It was the general consensus of opinion that a separate organization be formed.

Upon motion of Mr. Anderson of Wabash, it was agreed that a state organization, consisting of the members of boards of education, be brought into life. It was then agreed that the new organization be named "The Indiana State Association of School Boards," and that its meetings be held at the time and place chosen by the superintendents' organization.

The following officers were chosen: President, Hon. A. M. Sweeney, Indianapolis; Secretary, Will H. Anderson, Wabash; Executive Committee, Hon. Willis S. Ellis, Anderson, and Rev. Wilson Blackburn, Mount Vernon.

The new association will meet at Indianapolis in November, 1902.

## SUPERINTENDENTS AND POLITICS.

The average school superintendent knows enough to keep out of active party politics. He may cling to his political faith with great tenacity, but he does not discuss party principles openly nor does he debate the availability of candidates. Although the public may never know just how the superintendent's vote has been cast, the state never suffers. His vote is always intelligently cast.

The school superintendent, nevertheless, is frequently the victim of political intrigue, more particularly when selfish tricksters draw the schools into a political campaign. That this should be so is deplorable, not only in that it places an innocent man in an unenviable position, but in that it injures the school system.

A corrupt school board is always an eyesore to the public decency. But the upheaval is

always sure to follow. The money changers are driven from the temple as soon as public conscience has been awakened.

A clean, fearless and progressive school board, while having the support of the best people of the community, does not in an election escape the attack of the political spoilsman and ward heeler.

That the superintendents should be drawn into the political squeeze is only natural. But it is safe to say that in nine cases out of ten, yes, in ninety-nine cases out of a hundred, the superintendent is supported by the progressive citizen and opposed by the political heeler.

In recent years the attacks upon honorable and efficient school boards have been less frequent. School superintendents have been almost free from persecution as far as it may have come from any part of the public and the press.

The autumn elections developed two fierce contests, one at Omaha, Neb., and one at Rochester, N. Y., in which the issue became one between a high class of candidates for the school board as against candidates with selfish tendencies. In each case the superintendent became a factor in the issue.

The reform board of education at Rochester, which has been in office two years, had done many radical things and incurred the hostility of all the powers that prey and also all the other forces of evil in the community. The continuance of the board in office was the principal issue in the campaign and they won by a fair majority, which gives them the lease of power for four years. Consequently it is hoped to do great things for the Rochester school system.

Supt. Chas. B. Gilbert is practically a newcomer at Rochester, but his brilliant record as an educator is well known. His victory is well deserved.

The Omaha atmosphere has not been a congenial one for school superintendents. This city has more school board eruptions to its credit than any other city in the United States, except it be San Francisco or Detroit. Prof. Carroll G. Pearse has held the superintendency for several years and during this time has demonstrated his splendid tact and judgment in advising the school work. The school administrative atmosphere was frequently charged with storms of a fierce character, which broke with calamitous force over the system. Mr. Pearse remained at the helm with calm dignity, never flinching for a moment in the performance of his duty.

The result of the Omaha election was a rebuke to the machine politician and an endorsement of clean school administration and an able and conscientious superintendent.

The lesson that may be drawn from the Omaha and Rochester contest is obvious. The people will not permit the schools to be dragged into the political arena. If the superintendent is competent and progressive, he has the support of the public—if the school board is honorable and efficient, it can rely upon the people for approval.

## SCHOOL BOARD FACILITY.

An interesting study is offered in attending the meetings of the various school boards in different sections of the country. These meetings differ in character, method and conduct as do the men in the various walks of life.

One board is quiet and dignified, transacting its business with earnest deliberation, arriving at a prompt and business-like conclusion.

Another is careless and even flippant. Members are indifferent to vital matters and will quibble over trifles. Time is thus wasted and school interests are neglected.

Still another school board is dominated by a mercenary, unscrupulous faction. The time allotted for meetings is spent in looking after personal interests. One member has a scheme to put through, which will have the support of the other members, providing he will aid their several schemes. A board of this kind occasionally explodes into brilliant invective, crimination and recrimination. The public becomes impatient, the press protests—and when next year comes around another school board is entrenched—perhaps no better in quality. And then it is the same old story.

Here is a school board scene, accurately described:

"Say, Prof. what'll we do about the hill school? Vacancy there, you know?" said a member as he swung his feet on the desk before him, and, out of respect for his surroundings, exchanged a cud of tobacco for a cigar.

The man he addresses as "Prof." an abbreviation of Professor, was the superintendent.

"Yes, the vacancy must be filled," replied the latter politely. "I would recommend Miss Arnold, who teaches over at Andersonville. She has eight years experience, has a splendid record and will come at \$40 per month."

"Oh, h—, she won't do?"

"She is a capable young woman" replied the superintendent, patiently. "She is induced to come at this low salary because her mother, who is quite old, lives near here."

"If I am not mistaken, Prof." growled the member, as he chewed the end of his cigar, "that woman used to live in this town. Why, my wife knows her, I'll bet. I'll ask her anyway before I'll vote."

"Miss Arnold was raised here but she never taught here. She always received much higher salary elsewhere than she could receive in her own home town," explained the superintendent. "She will be worth all we can pay her."

"How much did you say? \$40 a month? Holy Mackinaw! does she take us for a bank?"

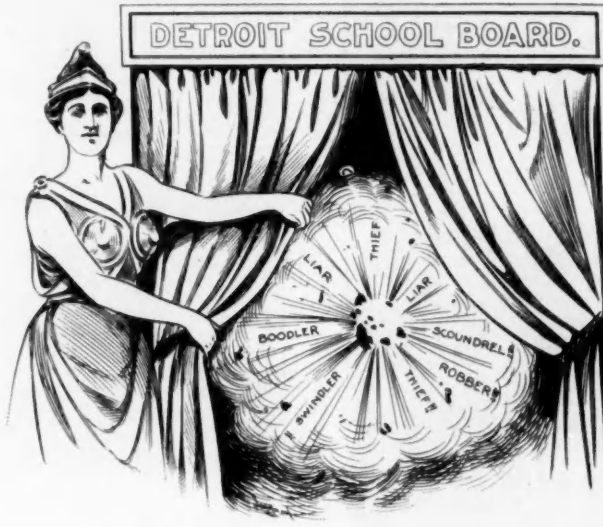
"She receives fifty dollars at Andersonville now," explained the superintendent, "and she wouldn't come if it was not —."

"Oh, that's all right," broke in Director Carleton, "but why should we give Miss Arnold \$40 a month when we only just hired Miss Baldwin at \$30 a month? That's what I'd like to know."

"Miss Baldwin had never taught school before, and Miss Arnold has eight year's experience. The Andersonville people do not want to let her go," replied the superintendent.



Prof. John H. Walsh has been elevated to the superintendency of the Brooklyn schools.



An accurate pictorial description of a recent school board meeting.



President Beardshear announces that Minneapolis will have the next N. E. A. meeting.

"I don't care a darn about Andersonville," replied Carleton impatiently. "We're not in Andersonville—we're in Batesville. I don't believe in discriminating between a home product and an outsider."

The superintendent bit his lips with suppressed impatience, but he calmly explained that Miss Arnold was in reality a home product, that the school system would be the gainer by making the appointment.

Miss Arnold's appointment was put to a vote and defeated.

The recommendation of the superintendent was ignored and the schools deprived of the services of an excellent teacher.

And this was brought about by the leader in the board, whose stupidity, viciousness and arrogance was the dominating force.

#### SUPERINTENDENTS AND SCHOOL SUPPLIES.

If there is a tendency on the part of a school committee to ignore the superintendent and teachers, it is more particularly revealed in the matter of school supplies. It is assumed that the purchase of supplies comes under the head of the more practical affairs of school administration, which can have but little bearing upon professional ends.

This may be true when the purchase of brooms, buckets, crayons, erasers, fuel, etc., are

under consideration. But when maps, globes, charts and scientific apparatus of various kinds are to be considered, the professional counsel of the superintendent should be sought. The latter should acquaint himself, not only with the needs of the school system, but the relative merits of the apparatus in the market. The science teachers should be freely consulted by the superintendent in reference to the more desirable apparatus and laboratory supplies needed in their work.

The professional advice of the schoolmaster must be secured. It does not always follow that this advice must be carried out. The board is always master of the situation—and can adopt or reject any or all suggestions that may have been received.

Sound school administration demands that in all matters touching upon or affecting the professional labors of the school, the initiative should be given to the superintendent. If the superintendent is lax, or incompetent, he has no business to draw a salary and should be dismissed. If he is all or nearly all that he should be, he is entitled to the prerogatives of his position. These imply a familiarity with school room paraphernalia.

The question of finance involved in the purchase of supplies is wholly and exclusively within the province of the board. The superintendent is not supposed to know whether

the board can or cannot afford to engage in certain expenditures.

Therefore, the board must weigh the financial problem involved together with the recommendations made by the professional factors. Whether the funds will permit the purchase of an apparatus, whether the labors of the school room will be expedited by the same or the results prove beneficial to the school system must finally be left to the good judgment of the board.

Oakland, Cal. For the first time in twenty years there will be no evening schools this year. The failure to open these schools is due to lack of funds for their support.

Covington, Ky. Supt. John Morris in his annual report says: "Although the board of education has offered every inducement to encourage attendance at the night schools, little interest was manifested in those established for the whites. While the enrollment was all that could be desired, the nightly attendance hardly justified the expenditure, and their success was not at all flattering. How different was it in those established for the colored people! Never were night schools better attended, and the interest, never flagging, held on to the close. The colored people took advantage of the opportunity offered, and every night saw the rooms well filled with earnest and industrious students, ranging in age from 16 to 60 years. The zeal that those people manifested was certainly commendable."



Columbia College temporarily calls Dr. Nicholas Murray Butler to the presidency vacated by Seth Low.



Supt. Gilbert gave the politician a severe drubbing at the recent election at Rochester, N. Y.

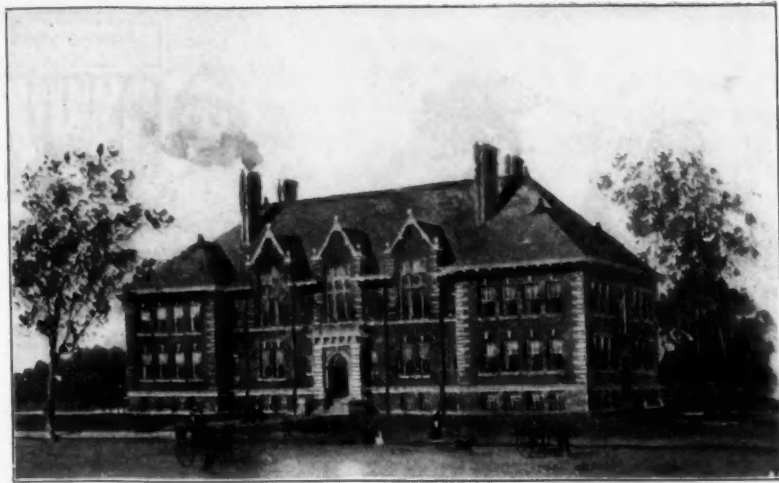


Dr. C. C. Rounds, of New York, died Nov. 3, after a brief illness.

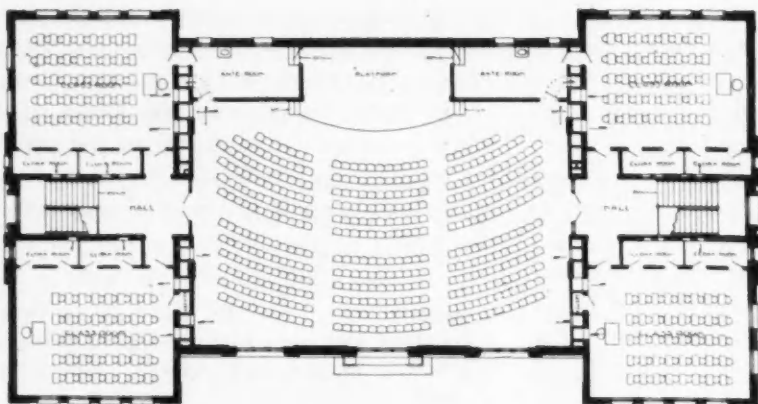




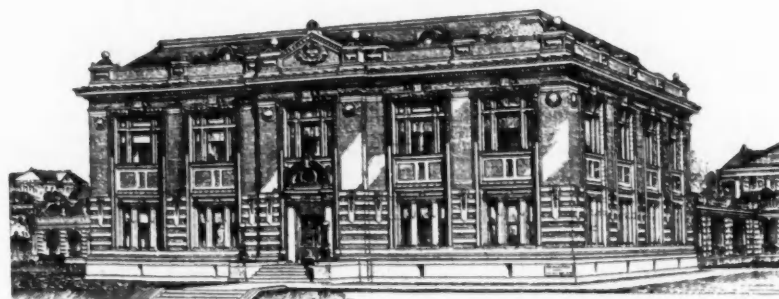
NEW HIGH SCHOOL BUILDING, NEW LONDON, WIS.



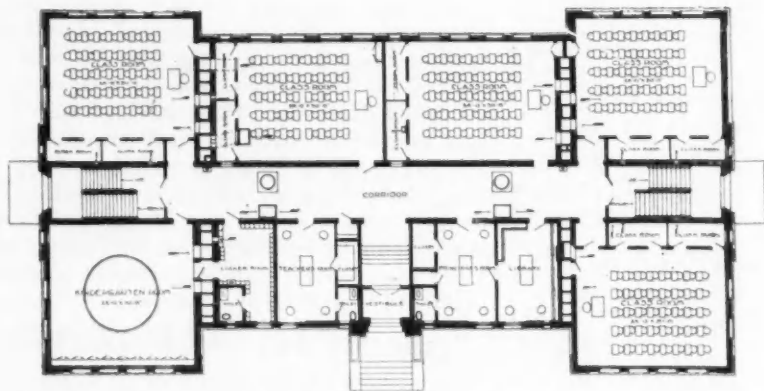
THE NEW LIBERTY SCHOOL, ENGLEWOOD, N. J.  
 Cost \$40,000.  
 Capacity, 10 class rooms, 40 pupils each. Assembly hall, capacity 406. Lighted by Electricity.  
 DAVIS & SHEPARD, ARCHITECTS, NEW YORK CITY.



SECOND FLOOR PLAN, NEW LIBERTY SCHOOL, ENGLEWOOD, N. J.  
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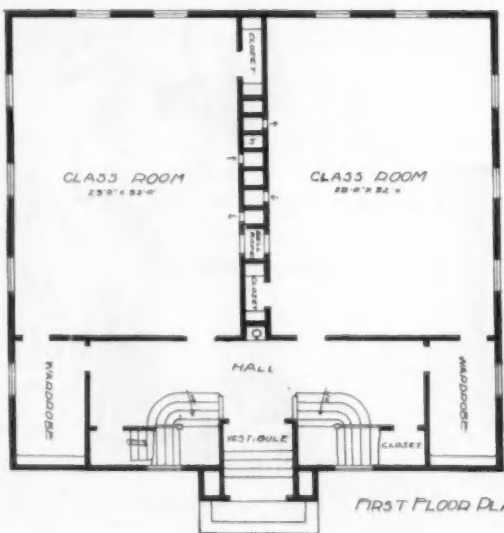
NEW STATE NORMAL SCHOOL LIBRARY, EMPORIA, KANS.  
 Cost \$60,000.  
 MAURAN, RUSSELL & GARDNER, ARCHITECTS, ST. LOUIS, MO.



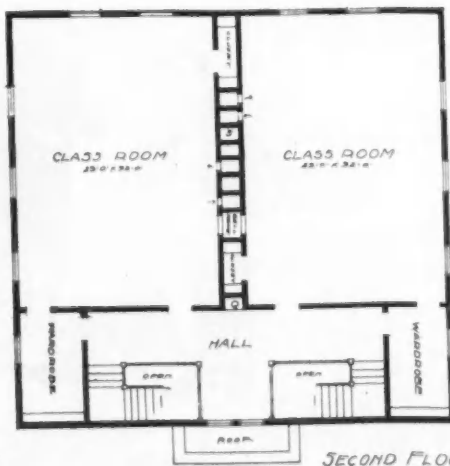
GROUND FLOOR OF THE NEW LIBERTY SCHOOL, ENGLEWOOD, N. J.  
 DAVIS & SHEPARD, ARCHITECTS, NEW YORK CITY.



NEW PUBLIC SCHOOL, ARENA, WIS.  
 RAWSON & PAUNACK, ARCHITECTS, MADISON, WIS.



FIRST FLOOR PLAN



SECOND FLOOR PLAN

FLOOR PLANS, NEW SCHOOL, ARENA, WIS.



NEW HIGH SCHOOL BUILDING,  
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THE NEW GARFIELD SCHOOL, MOLINE, ILL.  
OLOF Z. CERVIN, ARCHITECT, MOLINE, ILL.



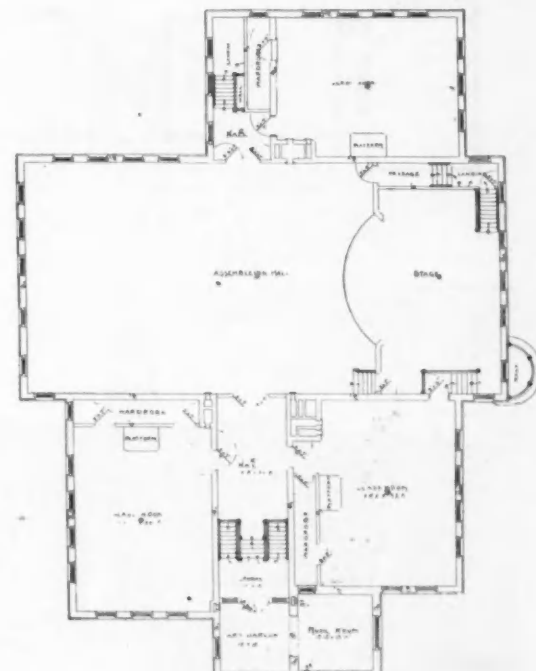
NEW HIGH SCHOOL, WEYAUWEGA, WIS.  
VAN RYN & DE GELLEKE, ARCHITECTS, MILWAUKEE.



FIRST FLOOR PLAN.



FRONT ELEVATION.



SECOND FLOOR PLAN.

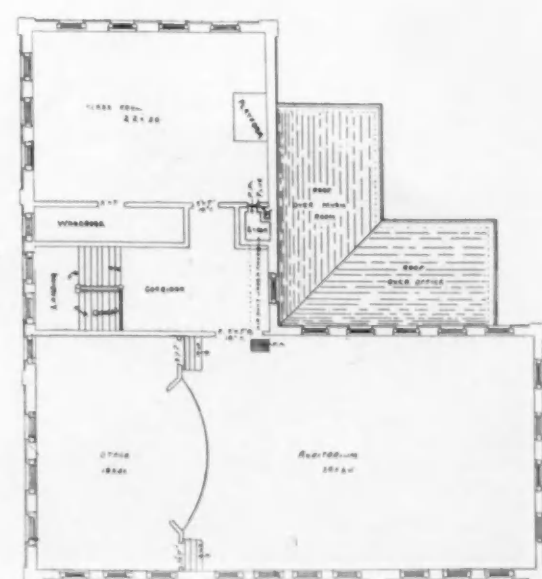
NEW PUBLIC SCHOOL, EAST LAKE, ALA. J. B. CARR & CO., ARCHITECTS, BIRMINGHAM, ALA.



FIRST FLOOR PLAN.



FRONT ELEVATION.



SECOND FLOOR PLAN.

RIGHT SIDE ELEVATION.

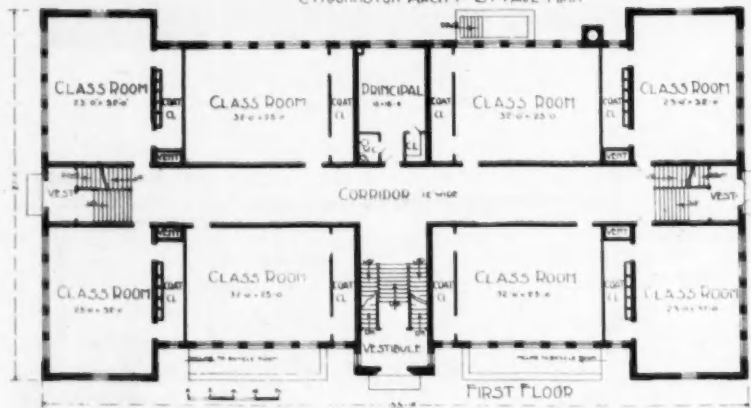
NEW PUBLIC SCHOOL, CHIPLEY, FLORIDA. J. B. CARR & CO., ARCHITECTS, BIRMINGHAM, ALA.





THE NEW MCKINLEY SCHOOL,  
ST. PAUL, MINN.  
C. H. JOHNSTON, ARCHITECT, ST. PAUL, MINN.

THE WILLIAM MCKINLEY SCHOOL  
C. H. JOHNSTON ARCHT. ST. PAUL, MINN.



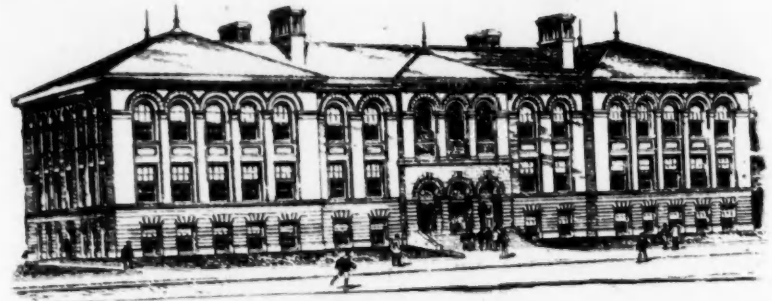
FIRST FLOOR PLAN, THE WM. MCKINLEY SCHOOL,  
ST. PAUL, MINN.  
C. H. JOHNSTON, ARCHITECT, ST. PAUL, MINN.



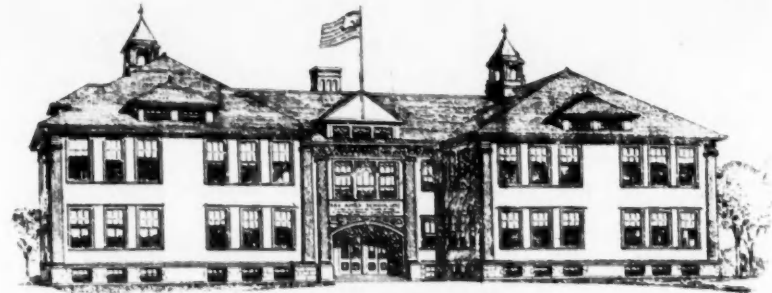
THE NEW MILLER SCHOOL,  
AKRON, OHIO.  
FRANK O. WEARY, ARCHITECT, AKRON, O.



THE NEW VILLAGE SCHOOL,  
DERBY, N. H.  
(By Courtesy of Derry News.)



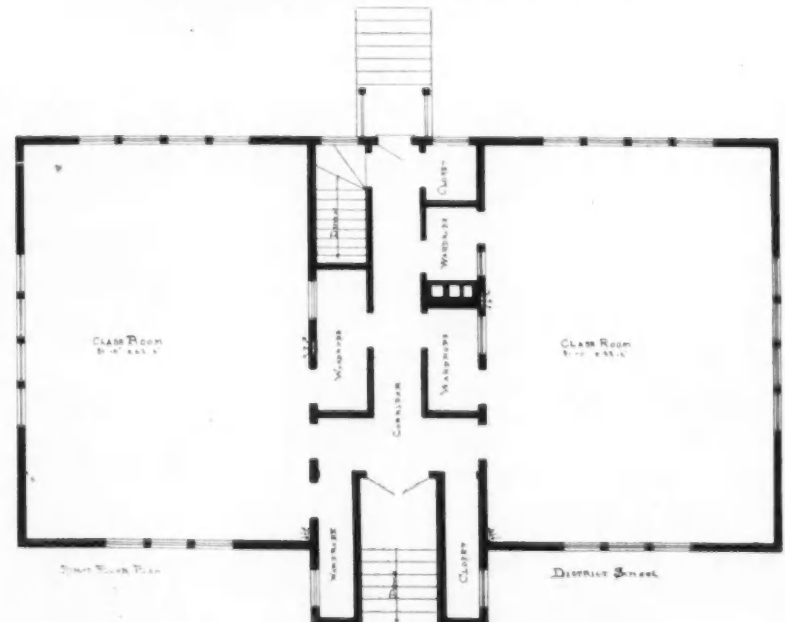
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KYLE A. MORRIS, ARCHITECT, JANESVILLE, WIS.



FIRST FLOOR PLAN, NEW DISTRICT SCHOOL,  
HANOVER, WIS.  
KYLE A. MORRIS, ARCHITECT, JANESVILLE, WIS.

# School Boards and Superintendents.

By WM. GEO. BRUCE.

A modern system of school administration is based, and very properly so, upon the plan, which has been adopted for the government of this country. This plan embraces the three co-ordinate branches, the legislative, the administrative and the judicial. In the school system the powers derived from these branches are divided between the board of education and the superintendent, according to a common understanding or a local custom.

The board naturally assumes the legislative functions and delegates administrative and judicial powers to the superintendent.

The legislative branch in our form of government is at once the strongest and the weakest of the three branches. It is strongest because it gives birth to the laws that are administered by the executive and judicial branches. It is the weakest because it is more largely exposed to corruptive influences.

The modern school board is at once the strongest and the weakest part of our system of school administration. Strong in that it is the motive power to the life and activity of the school system, weak in that it is susceptible to the varied and varying influences of a self-seeking and mercenary constituency. In the full appreciation of official duty and the resistance to evil influences lies the strength of a school board member.

As a legislative body the school board ought to be not only a reflex of the community average but several strides in advance of it in intellectual strength and moral worth. We may talk of elective and appointive school boards, of large and small, partisan, bi-partisan and non-partisan school boards—it nevertheless remains that the intelligent, high-minded and progressive citizen, and he, alone, is the mainspring of wise school administration. Men rather than system render school administration effective and fruitful.

It may be held that the first test of a school board's efficiency lies in the selection of a superintendent. This does not always follow, for the capability of the superintendent would in that case be an unerring index of the standard of the board. The latter has not the advantage of comparative knowledge, hence is not always able to discriminate between the mediocre and the strong. It may be claiming too much, however, to say that the superintendent must make up for the shortcomings of the school board. But it nevertheless remains true that where the community has a weak school board the superintendent should be exceptionally strong. Where the one is indifferent, the other must be aggressive, where the one is negative, the other must be positive. It also naturally follows that a progressive school board can make the superintendent's labors doubly efficient and successful.

In its legislative capacity the school board confers administrative and judicial powers upon its executive heads. The extent and the manner in which these powers are delegated, thus fixing the status of the superintendent, establish also the standard of the governing body. The relation, which the board establishes between itself and the superintendent, is the guide post to the kind of administration it will secure.

In the smaller communities a greater variety of labors are crowded within the duties of the superintendent. In the larger cities, owing to the increased labors, a clearer division between the clerical and the executive, between the business and the professional duties, are made. But this does not alter in the main the relations, which should exist between the school board and the superintendent.

What are the superintendent's judicial powers? He should have the power to decide upon all questions of promotion. The disposition of teachers after their appointment should be absolutely in his hands. This may be held to be an administrative rather than a judicial power, and yet in the absence of fixed rules on the subject and in the presence of a clamorous teaching corps, the power becomes a judicial one.

The superintendent should decide upon all ordinary cases of discipline affecting teachers and pupils. Only in extraordinary cases should he report to the board. Also all cases involving a policy not covered by the rules.

A progressive board endows the superintendent with enlarged powers, while the non-progressive board curtails or overrides them. In other words, the competency of the board may be measured in the degree with which it bestows recognition upon its superintendent. It either recognizes in him the clerical hireling or the educational expert.

Here is the pivotal point between wise and efficient school administration and unwholesome maladministration. Where the layman meddles with matters purely professional disaster is sure to follow.

There are certain duties and responsibilities, which are apparently conceded to the several branches—the financial to the board, the professional to the superintendent. These, when belonging indisputably under one or the other head, cause little or not friction. The

rate of taxation, the selection of a school site, the size of a new school house, or the remodeling of an old one, seldom cause differences between a school board and its educational advisor.

It is, however, where the semi-professional or semi-business labors meet, where the duties of the superintendent dovetail into those of the board, that the trouble most frequently arises. The labors of the average school system are not clearly divided between the business and the professional. It is perhaps impracticable to make such a division absolute. But let us ascertain where this danger point of contact lies and where the sparks of discontent are most apt to fly.

The appointment of teachers, the adoption of text-books, the arrangement of a course of study and the promotion of pupils and teachers are the bone of contention. It is here that the greedy and vicious school board member falls on the superintendent to devour him. It is here that the timid and tactless superintendent is led into pitfalls. It is here where the superintendent must be a superintendent.

The selection of a teacher is a professional matter. The appointment is a business transaction. The superintendent determines the character and fitness of the teacher, the board fixes the salary and term of service. The superintendent recommends, the board approves or rejects.

The tendency of a vicious school board is to arrogate to itself all the powers of a school system and reduce the superintendent to a mere clerkship.

The extremists, on the other side, would reduce the school board to a clerical bureau and clothe the superintendent with the powers of a despot.

I am unalterably opposed to one-man power in school administration, whether this power be exerted by the politician on the school board or by the schoolmaster in the superintendent's chair. We are all agreed as to the baneful influence of the political boss and pray for his complete annihilation from the field of school administration. But, the one-man power, even in the hands of the superintendent, has its grave objections. Aside from being un-American it has its dangers, notwithstanding its great attractiveness. What superintendent does not long for enlarged powers in which he sees greater independence of action and consequently greater benefits for his school system?

But the shoulders of the average superintendent are not broad enough to bear the burden of responsibility singly and alone. And where the shoulders have been broad enough the educational spine has cracked under the weight.

We have not yet reached, and I pray that we never shall reach, that period in school administration where the school system is placed on the level of a manufacturing plant; where the school superintendent is clothed with the functions of a factory superintendent, with arbitrary powers to hire and dismiss, to buy and to sell. Nor do I look for the time when the educational dividends are to be submitted at the end of the year in cold figures, like the profits of a corporation.

There must be an equitable division of responsibilities and duties. The board must have the right to say what shall be taught—the superintendent how it shall be taught. The superintendent should recommend text-books and supplies, determine upon the fitness of teachers, prepare the course of study, and decide upon promotions, both as to teachers and pupils. The board must adopt text-books and purchase supplies, it must continue to appoint the teachers and pass upon the course of study.

We may discuss for hours what the superintendent ought to be or ought not to be—but let us not forget that after all he is only human. The platform orator at educational meetings fixes a high standard and demands of him the wisdom of a Solomon, the courage of a Spartan, the patience of a Job. This is praiseworthy. But it is also the platform orator who dreams of the faultless, the ideal, the unattainable.

There is one ingredient which the administrative head of a school system must possess in order to be successful—namely, tact. An old school book says, "Talent is something, tact is everything. It is the open eye, the quick ear, the surmounter of all difficulties, the remover of all obstacles. Talent is power, tact is skill; talent knows what to do, tact knows how to do it."

This may mean that a superintendent must first know how to manage a school board before he can manage the school, but it also means that the superintendent must be an executive head, who knows how to deal with men and affairs.

There are four factors that stand ready to praise and to condemn the superintendent, and like four walls they enclose the official perspective. Here is the school board, there the teaching corps, here the press, there the public.

Those who are prejudiced against the superintendent can readily find objections. His capabilities can be

minimized, his shortcomings enlarged upon. If he is firm he is stigmatized an autocrat; if he is discreet, he is designated a weakling; if he is progressively active, he is stamped a faddist; if he is conservative, he is condemned as a back number. His motives are questioned, his judgment misinterpreted and his action misconstrued.

Among these persecutors we find the citizen busybody, who sometimes is a tax-payer; the rebellious teacher, who sometimes is competent; the editor, who sometimes is a reformer; the school board member, who is always a crank, for what member would here stoop to persecution were he not mentally or morally unbalanced?

The crank species in the school board is not unknown to the superintendent. In fact, to the latter there is no subject, of which he knows more and will say less. The crank requires no introduction at my hands.

I am prepared to say that there is no position in municipal official life more arduous, more exacting, more vexatious than that of school superintendent. No public position demands more scholarship, more character and more executive ability. No one in public life is surrounded by more watchful eyes, and is measured and weighed more critically.

In this discussion I do not mean to assume that all superintendents are competent. Nor do I claim that all are subject to persecution or that all should be retained in their positions. But I do mean to say that the greater number of them are exposed to some form or unwarranted opposition, are not accorded to loyal support their position demands, and are placed in a constant atmosphere of insecurity.

If a superintendent is found to be incompetent he should be dropped quietly and promptly—but not without having given him time enough to make an honorable retreat.

I have repeatedly been asked by school board members to define a weak superintendent. What are his symptoms and where and when is the board warranted in dropping him from service?

This question cannot be answered readily. The immediate circumstances and conditions surrounding a school system may be regarded as the healthful or unhealthy symptoms traceable to the superintendent. But no one at a distance can diagnose the disease. Localities differ. One superintendent may achieve gratifying results with little effort—another may render Trojan services without perceptible results.

No fixed rules can here be applied. The character, scholarship and labors of the superintendent, and the condition of the schools must tell their own story. The good judgment of the board alone must determine.

In throwing the search light of truth upon the superintendent and his trials, let us cast no undeserved shadow upon the school board. If we point to the chief faults of the individual member, let us not overlook the efforts of the collective body. It performs a labor of love and of patriotism.

The average board is made up of three classes of men, the earnest, progressive and duty-loving citizen; the selfish, vindictive individual, and the indifferent man. The first supports the educational leader of the system in every laudable departure; the second annoys and obstructs; the third is the balance of power, and is liable to be led into one or the other camp.

The modern board of education is made up of a body of business and professional men—who give their time and effort without compensation. Were it not for the satisfaction of complying with one of the most sacred duties of American citizenship, the position of school board member would indeed be a most thankless one.

It is the progressive spirit of the board that gives the greatest incentive to the schoolmaster. It is the kindly co-operation of the board members that enables the professional worker to achieve the highest results.

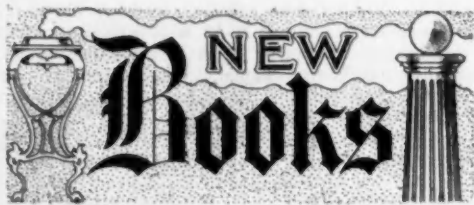
The mistakes of school boards are more frequently the result of superficial or hasty work than of wrongful intent. The transitory character of the average board, together with the active daily life of the members—whose business, professional and social duties make large demands upon their time, may be given as the cause for most mistakes.

The successful administration of a school system rests upon a well defined relationship between the several branches of authority. There must be a clear cut division of responsibilities and duties between school boards and superintendents. There must be an appreciation that the public school system is the very superstructure of our form of government, maintained by the people and for the people. Hence, must be kept near the people.

Not a divided responsibility, but a closely welded chain of responsibility, in which the public, the board, the superintendent, the principal, the teacher and the pupil form the several links—must hold the school system together.

If this be true, then all forms of one-man power, all extreme tendencies towards centralization must fall away. The spirit of democracy must pervade all school administration in order to thrive in the school room. It must thrive in the school room in order that it may live in the nation—a nation that is founded upon its system of education.





**OUR NAVY IN TIME OF WAR. (1861—1898.)** By Franklin Matthews. Appleton's Home Reading Books. 275 pages. Published by D. Appleton & Company, New York, Chicago.

There are three divisions of this series. The first is made up of natural history, travels and descriptive geography; the second of physical geography and the elements of physics; the third of biography and history. When the child in learning to read has become familiar with the forms of words, he is to be given something that will interest him and at the same time be profitable.

The nation takes pride in the history of its navy. To boys it has a peculiar fascination. The book opens with the story of the Monitor and the Merrimac and closes with the fight with Cervera's fleet. The narratives are intended to be historically correct—nothing overdrawn. They are plain, yet vivid. There are more than sixty plans, maps and spirited pictures. Credit is given to Christian manliness as well as to the fighting qualities of our naval heroes. No finer model of a hero can be found than that of Captain Philip at Santiago.

**TALKS WITH GREAT WORKERS.** Edited by Orison Swett Marden, Editor of "Success." 335 pages. Price, \$1.50. Published by Thomas Y. Crowell & Company, New York.

This volume contains a series of personal interviews with men in many walks of life, who have achieved signal success through their own efforts. Senators, peers, financiers, railway kings, merchants, farmers, inventors, college presidents, authors and professional men appear in separate chapters, devoted to tracing out their several careers and the motives which conduced to their advancement.

The outline of the lives of these men not only prove interesting reading, but also serve as an inspiration and encouragement to ambitious men and women striving to attain success.

**MUZZARELLI'S BRIEF FRENCH COURSE.** Prepared in Conformity With the New Laws of Syntax Promulgated by the French Government, March 11, 1901. By Antoine Muzzarelli, Officer d'Academie, Professor of Modern Languages and Literature, Author of "The Academic French Course." Cloth, 12mo, 394 pages. Price, \$1.25. American Book Company, New York, Cincinnati and Chicago.

This work is prepared on the same general lines as the author's well-known and popular two-volume Academic French Course, and aims at clearness, combined with completeness and thoroughness. The grammatical topics discussed have been wisely chosen, and all matters of primary importance are fully treated. The exercises in reading and writing French furnish abundant practice on all points of syntax. It has the distinction of being the first text-book to conform in all respects to the radical reform incorporated in the new laws of syntax officially promulgated by the minister of public instruction of the French republic, on March 11, 1901.

**THE ARNOLD PRIMER.** By Louise Arnold, Supervisor of Schools, Boston. Illustrations by Charles J. Budd, Alice Barber Stephens, Alois Lunzer and others. 128 pages. Published by Silver, Burdett & Company, New York, Boston, Chicago.

This primer is distinctly made for children. The reading material which it contains is at the same time attractive to the child and well cal-

culated to assist in his mental development. The vocabulary is the simple, natural and typical speech of the child, and is fixed by frequent and natural repetition. Phonics are treated in a simple manner. In illustrating the book both author and publishers have kept carefully in mind throughout the adaptation of the pictures to the text and the text to the pictures, each supplementary and complementary to the other. The primer is a decided success in every respect and will accomplish as good results in small country schools as in the best city institutions, being adapted to the ordinary teacher and class.

**THE STARS IN SONG AND LEGEND.** By Jeremiah G. Porter, Ph. D., Director of the Cincinnati Observatory and Professor of Astronomy in the University of Cincinnati. 129 pages. With illustrations from the drawings of Albrecht Durer. Price, 55 cents. Published by Ginn & Company, New York, Boston, Chicago, Atlanta.

The literary and legendary side of astronomy is presented in this book. The primitive ideas respecting the heavenly bodies and the various forms of worship paid them, together with the beautiful and striking fancies connected with them, are charmingly set forth. Constellations are taken up in some detail. Special attention is called to the last chapter, which gives the legends of the Milky Way and the weird and beautiful ideas which it has ever inspired. The illustrations of the work are of particular interest. They include twenty-eight carefully made reproductions from Albrecht Durer's famous drawings, which represent the classical ideas of the constellations. The work has an attractive and durable cover.

**ALEXANDER HAMILTON.** By Charles A. Conant. 145 pages. No. 10.

**WASHINGTON IRVING.** By Henry W. Boynton. 116 pages. No. 11. The Riverside Biographical Series.

These books are published by Houghton, Mifflin & Company, New York, Boston.

In these volumes, although somewhat limited by their small size, an orderly and definitive biography of Alexander Hamilton and Washington Irving is given. These two books belong to the Riverside Biographical Series, which was planned to answer a demand for a comprehensive illustration of the growth and development of the American people through a biographic study of its leaders, whether this leadership has been in state, in army and navy, in the church, in letters, science, invention, art, industry, exploration pioneering, or in any of the diverse fields of national activity. As the various volumes reach our desk, from time to time, our interest becomes more manifest as to the admirable manner with which the publishers are executing their idea.

**PITMAN'S TWENTIETH CENTURY DICTATION BOOK OF BUSINESS LETTERS, LEGAL DOCUMENTS, ETC.,** 272 pages, size 5½x7½ inches. Price, stiff boards and cloth back, 75 cents; cloth, \$1, postpaid. Published by Isaac Pitman & Sons, New York.

Part first contains a large number of business letters, covering almost every line of business, carefully selected and arranged with the words counted. Part second contains a selection of legal forms, speeches and essays. The appendix contains chapters on spelling, punctuation, capitalization, etc.

The book is just what every teacher of shorthand should have. It would be valuable to any stenographer who desires to fit himself for a position better than the one he is now filling.

**THE LIFE AND STRANGE, SURPRISING ADVENTURES OF ROBINSON CRUSOE OF YORK MARINER. AS RELATED BY HIMSELF.** By Daniel Defoe. Reprinted from the First Edition of 1719. With Introduction by Edward Everett Hale. Illustrated by C. E. Brooks and D. L. Munro. 368

pages. Price, 60 cents. Published by D. C. Heath & Company, New York, Boston, Chicago.

In the introduction Edward Everett Hale writes: "Few English books have ever wrought more good on the conscience and in the lives of people who read them than Robinson Crusoe." He also draws conclusions from the story, which merit special attention by the student of English history.

This edition particularly commends itself because it is as Daniel Defoe wrote it and not a mutilated piece of literature. The illustrations admirably illustrate and elucidate the story and not simply adorn the page. The volume is well adapted for school use, for which it has been designed.

**FOUNDATION LESSONS IN ENGLISH.**—By O. I. Woodley, Superintendent of Schools, Menominee, Mich., and M. S. Woodley. Book I—Cloth, 201 pages. Price, 40 cents. Book II—Cloth, 269 pages. Price, 50 cents. Published by The Macmillan Company, New York, Boston, Chicago.

Not a grammar nor a language lesson series. Subjects in great variety are made topics for study. Beginning with familiar things the pupils are taken through a wide range of things in nature. These are made the subjects of familiar conversation. The pupils are led to observe and discriminate. They acquire a facility in expressing themselves. Pictures are brought in and examined. An entire story may be told in a picture. The story is expressed in words. These descriptions and stories expressed in language are studied. The language, itself, is made the subject of critical study. The differences between neat and clumsy expressions are noted. Models of elegant composition are used to develop an appreciation of good literature. Along with these varied exercises attention is given to pupils' own language until they learn to use correct English. The plan strikes one favorably. It affords practice in conversation and written composition, and at the same time something interesting to think about.

**TOPICAL STUDIES AND QUESTIONS IN HISTORY OF EDUCATION.** With brief outline of General History. By Mary M. Conway, Instructor of Training Class, Griffith Institute, Springfield, N. Y. 75 pages. Price, 50 cents. Published by C. W. Bardeen, Syracuse, N. Y.

This is intended only as an outline for teachers' use and as such it is convenient. A valuable exercise is correctly and logically analyzing subjects in any branch of study. We have here good illustrations of such analysis.



A Class in Botany.

Professor (who has just been transferred from a village academy to a select school in a large city): My former difficulty in teaching botany has been in securing proper material. Here, I find it conveniently upon your hats.





### Applied the Publisher's Rule.

Major Blank is an important publisher, but like many other publishers does not own a printing plant.

Mr. Clark is the manager of a large educational publishing house that owns and operates a large printing establishment. The house not only prints all the books it publishes, but will print books for any other publishing house.

The other day Mr. Clark met Major Blank.

"Major," said he, "why don't you let me do the printing and binding of your school books? I have a large plant, and I believe I can save you some money. Anyway, Major Blank, give me a trial. Send me a book and I will give you the figures."

Upon returning to his office Major Blank sent a First Reader, with a letter, saying that he wanted figures on the printing and binding of a book of that size in lots of 100,000 or more. Incidentally, Major Blank sent Mr. Clark a bill, which read as follows:

To 1 First Reader.....	25 cents.
Less 10 per cent.....	2½ cents.
	22½ cents net.

Manager Clark saw the joke and calmly made his estimate on the printing and sent it, at the same time returning the book. He also sent a bill for 22½ cents net for the book, asking that he be given credit for the amount.

Major Blank, who is not easily outwitted, immediately wrote the following letter, enclosing copy of his original bill:

My Dear Mr. Clark:

I am in receipt this morning of a communication from you giving figures on printing and binding of First Reader, and am also in receipt of the First Reader. I take the liberty of returning the same to you, as I do not buy second-hand school books and pay full price. Kindly remit amount of enclosed bill.

### Cupid Enters a Publishing House.

Miss Anna M. Holbrook, who was for many years connected with the Prang Educational Company, Chicago, was married November 7th to Mr. John P. Weyerhauser, of Wisconsin. The ceremony was performed at Holbrook, Mass.

Miss Holbrook—now Mrs. Weyerhauser—served as assistant to Manager Mack for the past ten years. She was previous to that time an instructor in Latin at the Moline, Ill., high school. She is a graduate of Mount Holyoke College.

She was an exceptionally fine business woman and without sacrificing any of those qualities which go to make a womanly woman. She was an excellent correspondent, whether the correspondence related to the account of some customer, to the introduction and grading of the books, or to the exposition of some phase of art instruction.

It may also be justly



MRS. HOLBROOK-WEYERHAUSER

said for her that she did much to awake—and promote an interest in good art for the school environment, and it was chiefly due to her efforts that the Prang Educational Company has in the last few years made the sale of school room pictures an important factor. Her discriminating taste in all matters pertaining to art and art products was recognized by superintendents, drawing supervisors and instructors throughout the West. Her personal acquaintance among special teachers of drawing was, perhaps, greater than that of any other single person connected with the school book business.

Her services were always highly esteemed by the Prang Educational Company, and a few years ago she was granted several months' leave of absence to pay a visit to the art centers of Europe.

Mr. Weyerhauser is a son of the well-known "Lumber King" of the Northwest. After a trip to the Pacific Coast Mr. and Mrs. Weyerhauser will reside at Nebagamon, Wis.

Mr. Weyerhauser is to be congratulated. Those who have known his bride admired her for her many lovable qualities. The educational publishing business loses a splendid co-worker and Mr. Weyerhauser gains a wife—who possesses all the attributes best in a woman.

The School Board Journal joins the hundreds of friends who shower their well-wishes and blessings upon the young couple.

### A Tip Declined.

At one of the best hotels in Central Ohio some United States army officers usually make their headquarters. One day not long ago one of these officers, in full uniform, stood lolling in a most unsoldierly way against the clerk's desk. His uniform was conspicuous, much smarter than his face.

A bookman, not long out of the school room, approached the desk with natural and becoming deference to pay his bill. Seeing the officer, he handed him a small brass disc and a nickel, saying: "Will you get my grip out of the check room?"

A dark cloud swept over the face of the Nation's hero, and he sprung to the position of attention, saying: "Sir, you mistake me for a man, I am an officer."

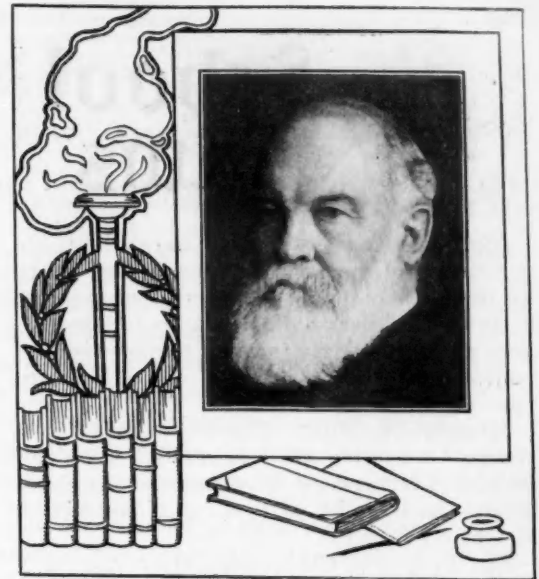
"Beg pardon," said the bookman, "I did mistake you for a man."

Mr. W. S. Smyth, the western manager of D. C. Heath & Co., at Chicago, is rapidly improving. He is still confined to his home, and it will be some months before he will return to the office. He will, in all probability, spend the winter in California.

R. Scott Miner, who was for some time connected with Powers & Lyons, Chicago, is now with the American Book Company, representing its high school interests. Mr. Miner travels in Northern Illinois and Iowa, and makes his home at Galesburg, Ill.

Thos. R. Shewell & Co., publishers, have removed from 68 Chauncey street to 147 Summer street, Boston.

The following bookmen attended the meeting of the City and County Superintendents of Indiana held at Indianapolis last month: American Book Co., H. C. Weber, Logansport; E. A. F. Porter, Mr. McIntire, Cincinnati. Silver, Burdett & Co., E. R. Jones, Chicago. Allyn & Bacon, F. M. Preston, Indianapolis. Scott, Foresman & Co., Hugh Foresman, Chicago; H. G. Butler, Indianapolis. Prang Educational Co., Wm. S. Mack, Chicago; G. & C. Merriam Co., Maj. A. J. Cheney, Chicago. Ginn & Co., O. L. Watkins, Indianapolis. D. C. Heath & Co., E. R. Smith, Chicago. Henry Holt & Co., R. M. King, Chicago. Macmillan Co., A. W. Macy, Frank F. Hummel, Chicago.



MAYOR A. J. CHENEY,  
General Agent G. & C. Merriam Co., Chicago, Ill.

Major A. J. Cheney has the reputation of being the best-known man in the State of Wisconsin. The writer had occasion last September to attend a county fair—held in a part of the state where the Major had taught school when a young man. Every man, woman and child in the enormous crowd, which had gathered, greeted the veteran bookman as he sauntered along among them.

When dinner was served in one of the large tents a merry crowd of young and old settlers had gathered about. The Major was the center of a group, who were reminiscently inclined.

"I once attended a teacher's meeting," remarked one of the fair association officials, "and every man I met was Major Cheney."

"That reminds me," said another, who had witnessed the bookman's great activity at educational gatherings, "that I once attended a convention of some kind, and every other man I met was Major Cheney."

"I can beat that!" replied a third granger. "I went to Elkhorn many years ago. It was night when I arrived, and the streets were deserted. Not a soul could I see except a lonely figure on horseback slowly cantering towards me. Would you believe it! It was Major Cheney—and the only man in sight."

H. H. Titsworth, who was for some time connected with Ginn & Co.'s Chicago office, has accepted a position with the Macmillan Company's western office.

Ray W. Macy will travel for the Macmillan Company in Minnesota. He is the son of A. W. Macy, manager of the Macmillan Company's Chicago office.

Mr. C. H. Ames, of D. C. Heath & Co., Boston, is in the Philippine Islands. The firm secured a large contract last summer for their books to be used in the schools of the islands.

The Manhattan Collections of Minerals put up by Geo. L. English & Co., of New York, have been brought to our notice by these well-known and old-established dealers in minerals. We can truthfully state that these collections are worthy of very general introduction into the schools. The selection of the specimens has evidently been made with great care, and their uniform excellence and the low prices at which the collections are offered will surely appeal to any one desiring to introduce a thoroughly practical school collection.

### FOR SALE.

A Very Fine Private Cabinet of geology, curios and rare volumes, boxed, labeled, classified and guaranteed is for sale. This is a rare chance for a college or a private person of means. Full description on application. References: Editor of this paper. E. E. Smith, 266 Wabash Ave., Chicago, Ill.





The Supreme Court of Ohio has declared unconstitutional the teachers' pension law, whereby the teachers of the larger cities are assessed 1 per cent. of their annual salaries for the purpose of maintaining a fund for the assistance of retired instructors. The law was held to be special legislation.

Minneapolis, Minn. The city attorney has rendered a decision which is in effect that a pupil cannot be deprived of educational privileges because he is guilty of trespass or destruction of school property.

San Francisco, Cal. Judge Hunt overruled the demurrer interposed by the board of education to the petition of Miss Jean A. Dwyer for a writ of prohibition to restrain the board from proceeding with the trial of Miss Dwyer, charged with possessing an ungovernable temper, by Miss Hurley, principal of the Sherman Primary School. In his decision Judge Hunt said:

The mere circumstance that a principal may not approve the temper of a teacher will not justify the trial or removal of such teacher from the department, otherwise teachers might be removed upon the ground that their mood was, in the estimation of the principal, either too choleric or too amiable. The mere circumstance that a teacher of the department may be either slow to anger or quick to wrath in the management of the pupils does not of itself prove such teacher incompetent to fill the position; and much less does it show "unprofessional or immoral conduct" within the meaning of the law.

Furthermore, the so-called protest in part calls upon the board to determine the private differences between the petitioner and an associate teacher, with which matter the board can have no possible concern. It seems to me that the matters contained in the so-called protest, instead of presenting statutory grounds for petitioner's trial or removal, are trifling and frivolous."

New Hampshire. State Supt. Folsom has settled the question of the liability of towns for the payment of tuition charges of non-resident high school pupils. He held that the payment of tuition charges must be made from the town treasury. The town being liable, the parent can not be held responsible for payment, nor can the pupil be excluded from the school for non-payment. The principal, the superintendent, the trustees, or the school board having charge of admission to the several approved schools, must find by examination that non-resident pupils are qualified to enter upon the approved course. The town is not liable for tuition of pupils not fully admitted to an approved course.

Indiana. An article in the state constitution reads as follows:

Knowledge and learning, generally diffused throughout the community, being assential to the preservation of a free government, it shall be the duty of the general assembly to encourage, by all suitable means, moral, intellectual, scientific and agricultural improvement, and to provide, by law, for a general and uniform system of common schools, wherein tuition shall be without charge and equally open to all.

Pennsylvania. An act of the last legislature provides that it shall be the duty of the board of school directors of any school district, upon the application of the parents of twenty or more pupils above the age of 6 years, residents of said school district, to open a free evening school

for their tuition in such branches as may be deemed advisable, and to keep open such schools for a term not less than four months in each year; providing the daily average attendance does not fall below fifteen for one month.

### A School Board Convention.

The School Board Section of the Wisconsin Teachers' Association, Normal School will meet at Milwaukee, on Friday, December 27, at 2 P. M.

The program is as follows:

Subject: "THE RURAL SCHOOL PROBLEM," by Hon. L. D. Harvey, State Superintendent of Public Instruction, Madison, Wis.

Subject: "THE IDEAL TEACHER," by Anna F. Doerfler, Principal Eighth District Primary School, Milwaukee.

Subject: "THE VALUE OF MANUAL TRAINING," by Hon. A. J. Lindemann, Member of the School Commission, Milwaukee.

A discussion to follow each paper. Thereafter Members of School Boards may ask for a discussion of any problem in School Administration upon which they may desire information.

Supt. E. B. Neely of St. Joseph, Mo., is still in the prime of life and yet is one of the oldest schoolmasters in point of service in the state.

### How to Strengthen in Foreign Languages.

"If you want to familiarize yourself with the German language, open a correspondence with some one in Germany," said an educator recently. "If you want to acquire French, get a French correspondent, etc., etc."

This idea is now being extensively followed in European countries. The charm of a letter, the personal interest in two individuals, residing in a widely differing social and political atmosphere, the thousand and one topics, familiar to one and strange to the other, that can be discussed—tend to serve as vehicles for language learning.

The Cosmopolitan Correspondence Club is at present the great international medium for securing correspondents in all countries. The American branch office is located at Milwaukee, Wis. The growth of this plan has been something phenomenal in all civilized countries. The correspondence covers various subjects—in fact, members of the club may join certain classes of correspondents. One of these is confined to commercial topics, the other to scientific, another to social features, etc.

Persons desiring to further familiarize themselves with the plan should address The Cosmopolitan Correspondence Club, Milwaukee, Wis., U. S. A.

### Tribute from the Courts.

There can be no better judges of definitions than the courts of law, where justice often hangs on the meaning of a word. Thus, the greatest test of a dictionary is that made by the courts.

The courts of the land from the United States Supreme Court down to the numerous local courts, indorse in the highest terms Webster's International Dictionary.

The consensus of these opinions is that this work is admirably adapted to meet the larger and severer requirements of a generation, which demands more of popular philological knowledge than any generation the world has ever contained. In fact, it is regarded as the highest authority in accuracy of definition.

The splendid tributes, coming from the great jurists of the land, are published by the G. & C. Merriam Company, Springfield, Mass., in pamphlet form, and offer good reading.

### The School Board Elections.

A Christmas Story.

Concluded from page 2.

The Falkenberg homestead had assumed a holiday appearance. The merchant did not have to argue with his genial spouse the desirability of giving Marion a reception that included a huge fir tree and sprigs of holly—as well as flowers and garlands.

"This is all very pretty," commented Mr. Falkenberg, as he looked about the spacious parlors—"but"—

"But, it requires Marion to give it the real Christmas atmosphere," broke in Mrs. Falkenberg, cheerfully.

Well, Marion arrived in due time, and with her came all that mirth and gaiety that had always been hers when she was at home. A young man, whose fine figure and handsome face were hidden behind an armful of bundles and packages, was at her side.

Charles, for it was he, came in for his share of that hearty greeting, which the aged couple gave in such a simple and unaffected fashion. The greetings were scarcely exchanged when the servant announced another visitor, and the elder Marshall entered.

"I trust I may be permitted to visit you," he said. "I just learned that Marion and Charles had arrived."

"You are welcome!" replied the host, cheerfully, who perceived the discomfiture of the old banker, which was evident to every one.

"Mr. Falkenberg," said the new arrival, with an unsteady voice, as he extended his hand. "I do not know how I can ever repair the wrong I inflicted upon my old friend—and more particularly—"

"Father, leave that all to me," interposed Charles, with a joyous outburst. "I will try to make amends for both of us."

"Never mind, Neighbor Marshall," said the merchant, good-naturedly. "These young people have reached an understanding which apparently adjusts everything."

"All we ask," said Charles, as he put his arm about Marion, "is your blessings and well-wishes."

The End.

### HORSE BUCKED.

#### Rider Severely Hurt.

A Cincinnati man visiting in Texas, on a ranch, was thrown from a horse and so severely injured that his life was despaired of. He takes pride in telling how food saved his life. The heavy drugs given seriously injured his stomach and as he says, "It seemed I would soon have to starve in the midst of plenty. My stomach refused to digest food and I ran down from 165 to 133 pounds. When my appetite failed I was ready to give up, and it looked as though I would soon 'wink out.'"

One morning the foreman's daughter brought in what she called a splendid food and it turned out to be Grape-Nuts. A little skeptical I ate it and found it was good, and just the kind of food I could keep on my stomach which had been almost burned out by the vile drugs.

I felt that I had obtained a new lease of life for improvement set in at once. A week later I was weighed and had gained two pounds. My weight has since steadily increased by the constant use of Grape-Nuts, and I am now better than I have been in years, as my friends will all testify.

In all kinds of athletic sports I notice I have a greater reserve force than formerly, for which I am indebted to Grape-Nuts. Taken in moderation it is the greatest food of its kind in the world, being equally well adapted to athletes and invalids." Paul Alwin Platz, 1906 Biglow Ave., Mt. Auburn, Cincinnati, O.

## Greater New York School System.

When Mayor Seth Low assumes office he will be called upon to choose an entire new Board of Education having enlarged duties and powers, and, not only this, but his appointees will control the department for a period of five years. What this means, apart from the great matter of popular education which is involved, may be inferred from the hard, material facts that the department has charge of about 11,904 teachers who instruct 467,713 children and has the spending of \$19,263,017.

On the first Monday in February, 1902, the new charter provides that all existing school boards, the central Board of Education and all boards of inspectors shall be abolished, and that the duties of these bodies shall devolve upon new school officers, all to be appointed by the mayor. The functions of the present Board of Education and the four borough school boards will be centered in a single board of education of forty-six unsalaried members, twenty-two from Manhattan, four from the Bronx, fourteen from Brooklyn, four from Queens and two from Richmond. The terms of office of these commissioners are to be five years, but at first they will be appointed in groups to serve for varying periods. Under Mayor Low's power of reappointment his commissioners will control the board for the full term of five years. The body may choose an executive committee of fifteen to manage its affairs, and these two bodies will have full charge of school property and will regulate educational matters subject only to the initiative of the Board of City Superintendents.

Succeeding to the duties of inspectors in Manhattan and extending that system to the other bodies will be forty-six district school boards, consisting each of five members appointed by the borough presidents and one member of the Board of Education *ex officio*. These district boards, distributed in the same ratio in the boroughs as the commissioners, will exercise local supervision of the schools. Their powers will be somewhat greater than those of inspectors. They will have authority to try teachers on charges and to transfer teachers without change of salary within their own districts, but their action will always be subject to veto by the Board of Education, and in many cases dependent on its confirmation.

Expert supervision of the schools will rest with the superintendents, who will form a board of nine members consisting at first of city superintendent, Dr. Maxwell, the four borough superintendents *ex officio* and four associate borough superintendents to be appointed by the board of education. These men will have control of courses of study, methods of teaching, license requirements, nomination of teachers and principals,

promotion of teachers, and all scholastic matters. Their action in almost every instance will require confirmation by the Board of Education. The work of inspection and supervision of classrooms will be in charge of twenty-three district superintendents appointed from the existing associate superintendents *ex officio* for their unexpired terms, who will be assigned to duty by the city superintendents, each in two school districts. These district superintendents will have the right to be heard in the district school boards. Three other associate superintendents will be assigned to special lines of work. The purchase of supplies and the planning and erection of buildings will continue in charge of bureaus established by the Board of Education. The treasurer's bureau, however, is abolished, and the controller hereafter will pay all school claims.

The new system gives promise of good results.

## Some Delightful Books for Boys and Girls

The Right Kind of Supplementary Reading.

**BIOGRAPHICAL STORIES OF GREAT AMERICANS.** For Young American Readers. Edited by Dr. James Baldwin, author of *The Book Lover*, *Baldwin's Readers*, etc.

The following volumes of this Series are now ready. Each volume is in cloth, illustrated, retail price 50 cents.

**Four Great Americans.** Washington, Franklin, Webster, Lincoln.

**Four American Patriots.** Henry, Hamilton, Jackson, Grant.

**Four American Naval Heroes.** Paul Jones, Perry, Farragut, Dewey.

**Four American Poets.** Bryant, Longfellow, Whittier, Holmes.

**Four Famous American Writers.** Irving, Poe, Lowell, Taylor.

**Four American Pioneers.** Boone, Clark, Crockett, Carson.

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Rutland, Vt. A special teacher of stenography and typewriting has been engaged for the commercial department of the high school.

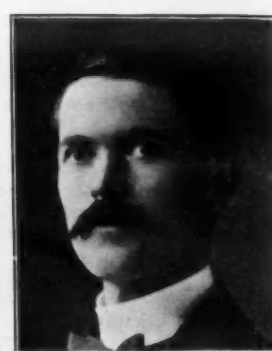
Houghton, Mich. A commercial department has been established in the high school. It is fitted with the most modern furniture, to which will be added a completely equipped department for office practice and banking as soon as students are prepared for that work. Students of the commercial department may elect any subject in the academic department and vice versa.

Canton, S. Dak. Bookkeeping is taught in the high school.

Los Angeles, Cal. Telegraphy has been introduced in the commercial department.



CARRIE E. MORGAN,  
Superintendent of Schools,  
Appleton, Wis.



HOMER L. HEGGS,  
Pres. Tenn. State Teachers'  
Ass'n, Greenfield, Tenn.

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39. *Fairy Tales*, For Second School Year (Single).
40. Scott's *Lay of the Last Minstrel* (Single).
41. *The Peasant and the Prince—Martineau* (Double Number).
42. *Five Great Authors* (Double).
43. George Eliot's *Silas Marner* (Double).
44. *The Dutchman's Fireside—Paulding* (Single).
45. Goldsmith's *The Vicar of Wakefield* (Double).
46. Hawthorne's *Grandfather's Chair* (Double).
47. Longfellow's *The Courtship of Miles Standish and Other Poems*. (33 Poems) (Double).
48. Goldsmith, Gray and Burns (19 Poems) (Single).
49. Shakespeare's *Merchant of Venice* (Single).

UNIVERSITY PUBLISHING CO., New York.





Chicago. Judge Neely has decided that the school board has no power to buy text books to give or loan them to pupils in the public schools except as already provided for by the board rules—to those unable to buy them. The court held that special legislation on the subject was necessary before school funds could be legally expended for such a purpose. An appeal is to be taken to the supreme court.

The county adoptions in Utah expire with June next. Several firms have already made preliminary visits to several sections in the state.

Spokane, Wash. The board has purchased two sets of Standard Encyclopedias and forty copies of "Heart of a Boy."

Chicago, Ill. The proposition for free text-books in the schools has been indorsed by the Building Material Trades Council, notwithstanding the fact that Judge Neely in a decision has held that the laws at present will not permit it.

Messrs. Benj. H. Sanborn & Co. announce for January, 1902, a new classical and historical atlas. It will consist of some thirty maps, the equal of anything now published. The same is to be sold at a price that will bring it within the reach of any secondary school or college.

Altoona, Pa. George Edward Faber, of Wanamaker's book department, recently appeared before the board and demonstrated the value and worth of Ridpath's History of the World.

Grand Rapids, Mich. The committee on text-books has made recommendation to purchase 500 Hiawatha primers, 825 Plant Life, 450 Robinson Crusoe, 400 copies of American History Stories, 350 copies of First Book in American History and 100 copies of the Story of the Republic.

Brooklyn, N. Y. The attention of members of the board of education has been called by physicians to the danger of the transmission of contagious diseases through the use of text books in the schools. The subject has never been brought to the attention of the board before and action will be taken in the matter.

St. Paul, Minn. Supt. Leviston has made a strong plea to the board for the purchase of forty Webster's Unabridged and 225 Academic Dictionaries.

Binghamton, N. Y. Free text books have been furnished throughout the grades and in the high school for a number of years. The work was introduced gradually, however, so that the expense might not be unreasonable for any one year. At no time has the cost exceeded 60 cents per year per pupil. The plan is now thoroughly incorporated into the grades and it cost last year about 30 cents per pupil. This includes all grades through the senior class in the high school with the following exceptions:

In the high school, classics in English, French and German read by the different classes are not purchased by the board, but are furnished by the pupils with the thought that they should be retained to form a nucleus to getting a library on the part of such high school students. Such books as "Ivanhoe" and others of similar character in the three languages above mentioned, are not deemed within the province of the board to be purchased out of public money.

The books are handled with great care and if a pupil ill treats a book he is obliged to pay a fair equivalent in money for the same. Books which for any reason get into a house in which contagious diseases exist or the existence of which is suspected are destroyed by burning. Very few books, however, are lost by this means. It is deemed advisable as a precaution and safe-guard quite as much to prevent fear on the part of the parents as for actual danger.

Supt. D. L. Bardwell says: "We would not go back to the other system under any circumstances."

Auburn, Me. Supt. B. C. Richardson has brought in to vogue a new system for the study of geography by scholars of the intermediate grades and which, it is thought, will greatly aid them in improving their letter writing. The plan is to have the teacher and her scholars take a certain afternoon and make an expedition, studying the various points of the topography and geography of the country from nature. On the following day each scholar is asked to write what he or she saw on the trip or may be some subject assigned to the various individuals.

Topeka, Kans. When the state text book commission meets, next May, to select the books for use in the schools in the state for the next four years, a report will be submitted by Frank Nelson, state superintendent, showing the opinions of the various county and city superintendents of the state on the books now in use.

State Supt. L. D. Harvey of Wisconsin, who has been lecturing before teachers' institutes in the state of Washington, things that the present state control in the latter state is unfortunate. The result of the appropriations for the purchase is that all books must be under a

certain figure in cost, and the makers leave out portions of the matter that the books contain in other states. Some of the books are made by local people and are very unsatisfactory. Of course, he says, if the best text books could be secured, the system would have my approval.

The Fisher & Schwartz algebras will hereafter be published by the Macmillan Co. These books were heretofore published by the authors, who are connected with the University of Pennsylvania.

Washington, D. C. Supt. A. T. Stuart has recommended that the following books be placed on the supplementary list for use of the seventh grade: Lakeside Classic Series No. 43, Hawthorne's "The Snow Image," "The Great Caruncle," and the "Great Stone Face," in one volume.

Thomas M. Balliet, superintendent of schools, Springfield, Mass., writing on the question of "free text books" says: "The free text book system is very popular all over Massachusetts, and there is no thought of abolishing it. It does not add a very large item to the annual school appropriation, and it enables the school department to purchase books and supplies for considerably less money than individual people can buy them. The total cost to the citizens is, therefore, less than it would be if the parents would buy these books and supplies. It enables a good many children whose parents are extremely poor to attend school longer than would otherwise be possible. If we should abolish free text books in this city we should have to change the whole system of teaching very materially, and for the worse. The theoretical objection which is sometimes made to free text books, that they might be the means of communicating contagious diseases, ought to have little weight in the light of our experience. I do not recall, as I write, a single case of contagion which has been clearly traced to the use of free text books. When it is remembered that money is freely handled by all people without fear and that the books of a large public library circulate until they are badly soiled, it is obvious that the danger of communicating diseases by means of school books is not greater than the danger from these other sources. There is no question whatever in the minds of our citizens that the books and supplies for the primary and grammar schools should be free. There are a few who question whether it is wise to furnish free books to the pupils of the high schools. A few people argue that high school books ought to be a permanent possession and go into the family of the pupils. I confess there seems to be force in this argument, but as it would not be possible to have the variety of books desirable without having the city buy them, I believe that, on the whole, the free text book system is a good thing also for the high schools."

Supt. A. B. Blodgett of Syracuse, N. Y., regarding free text books, says: "I deem the introduction of free text books as one of the best things that ever happened in the ad-

NOW READY

## "Government in State and Nation."

By JAMES A. JAMES, Ph. D., Professor of History in the Northwestern University, and ALBERT H. SANFORD, M. A., Professor of History in the Stevens Point Wisconsin Normal School. 12mo. 383 pages. \$1.00 net.

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By ROBERT LOUIS STEVENSON, with illustrations by CHARLES ROBINSON. 12mo. 60 cents net.

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ministration of our schools. Besides a large saving in expense in the purchase of books, it gives to each pupil all the books required for the commencement of school work at the opening of the term. A teacher or superintendent will fully realize the value of this, as it is impossible for certain children to purchase their books and be ready on time. Under the free text book system there is no humiliation, as no pupil is compelled to declare himself an indigent. Of course, the plan does not prevent certain pupils from purchasing their individual books if they choose to do so, yet I think very few are doing this in our city. We furnish books for all pupils below the high school.

"From the financial side of the question I give you the average annual cost per pupil for free text books, as follows: 1895, \$1.02; 1896, \$1.33; 1897, 85c; 1898, 70c; 1899, 61c; 1900, 71c; 1901, 49c. The price must of necessity vary somewhat from year to year, as the

Napoleon had but one criterion of merit—success. The Southworth Arithmetics, tested even by this standard, are the best in the market. During the present year their sales have broken all records. If you are thinking of changing arithmetics are not these remarkable books worthy of your attention? We should be pleased to hear from you.

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books will wear out. It has been our plan to place a book in the hands of each pupil when he first begins to use it and require him to use that book so long as necessary to complete his course. For instance, our primary geography is in use for two years, and the pupil is not asked to handle any geography except the one assigned to him.

"The plan of free text books works exceptionally well in this city, and there has never been the slightest question raised at any time. Indeed, the patrons of the schools seem well satisfied."

## New Adoptions.

Lewiston, Me. Tarr & McMurray geographies.  
El Paso, Ill. Hall's Arithmetics.  
Ottesen, Ia. Hall's Arithmetic Primer.  
Moscow, Idaho. DeGarmo's Language Lessons.  
Rockford, Minn. Brown's Elements of English Grammar.  
So. Germantown, Wis. Tarbell's Geographies.  
Canton, O. Baldwin's Physiologies.  
Alcester, S. D. Taylor's First Reader.  
Orfordville, Wis. National Writing Books.  
Marlette, Mich. Hinsdale's American Government.  
Kansas City, Mo. Morton's Geographies.  
Quincy, Mass. Remsen's Introductory to the Study of Chemistry, and Thatcher & Schwill's General History of Europe.  
Oakland, Cal. Bible Readings.  
Dover, N. H. Super's Preparatory French Reader.  
Washington, D. C. Grandgent's Short French Grammar.  
Troy, N. Y. Branson's Spellers, Johnson's Readers, Smithdeal's Writing Books, Harvey's Grammar, latest revision; Colaw & Elwood's Arithmetics, Wentworth's Algebras and Geometries, Maury's Geographies, latest revision; Blaisdell's Physiologies, Brown's History of Alabama, Lee's United States Histories, Peterman's Civics, Gow's Good Morals and Gentle Manners, Collar & Daniel's Latin, Milner's Mental Arithmetic.  
Jacksonville, Fla. Elementary schools—Reed's Word Lessons, Irish Orthography, Kennedy's What Words Say, Finch's Primer, Baldwin's Readers, Milne's Arithmetics, Redway & Hinman's Geographies, Metcalf & Bright's Language Lessons, Allen's Common School Grammar, Eggleston's United States History, Fisher & Schwatt's Algebra, Overton's Applied Intermediate Physiology.  
High school: First year—Secondary Algebra, Fisher & Schwatt; First Lessons in Writing English, Lewis;

Popular Zoology, Steele; Elements of Botany, Bergen; First Latin Book, Collar & Daniel; Grammar, Rigdon; and First Year and Second Year French, Syms. Second year—Practical Rhetoric, Quackenbos; Caesar, Harper & Tolman; Preparatory Latin Composition, Moulton & Collar; General History, Myers; Plane Geometry, Phillips & Fisher; Elements of Chemistry, Williams; Complete Latin Grammar, Harkness; and Third Year French, Syms. Third year—New Plane Trigonometry and Surveying, with tables, Wentworth; Cicero, Harper & Gallup; School Physics, Avery; English History, Stone; United States History, Shinn; Introduction to English Literature, Pancoast; Government Class-Book, Young; Political Economy, Chapin; and First Year in German, Keller. Fourth year—Solid Geometry, Phillips & Fisher; American Literature, Brander Mathews; Virgil, Harper & Miller; Electric Physical Geography, Hinman; Applied Advanced Physiology, Overton; Geology, Fourteen Weeks, Steele; Logic, Schuyler; Psychology, Putnam; and Brief German Grammar, Whitney.

## The History of a Publishing House.

The phenomenal growth of some of the younger publishing houses has been brought about by striving to produce books worthy of attention and applying energy and perseverance to place them in the market.

Among the young and progressive publishing firms, the Werner School Book Co. (Chicago, New York and Boston) is rapidly taking a leading position. It started about eight years ago as the educational department of the Werner Co., book manufacturers and general publishers, and in a little over a year had established a business sufficient to warrant a separate organization, and this was brought about by the incorporation of the Werner School Book Co., as an independent publishing house.

Appreciating the fact that the largest measure of success could only be attained by improving upon old methods, this company commenced the publication of an entirely new and distinct class of text books, which now includes such notable examples as the Werner Primer, Hall's Arithmetics, Tarbell's Geographies, De Cerno and Brown's Language Course, Baldwin's Physiologies and Hinsdale's American Government with the initial number of the new Taylor School Readers, i. e., Taylor's First Reader. This little book has been pronounced "the most perfect school text book yet issued by any publisher."

The Werner School Book Co. has also taken a prominent place in the matter of Supplementary Reading for schools. The editorial branch of this company recognizes that there are various kinds of reading matter, dubbed "Supplementary." Some of it is good, some bad, and much of it indifferent. The material for additional reading in the schools, published by the Werner School Book Co., is adapted in subject matter, literature, illustrations and grading to the requirements of the school room. The "Four Great Americans" series is a striking example of what has been accomplished in this direction. Dr. Winship says of this series of reading books that "in them, heroism, patriotism, genius and virtue have been placed upon a biographical throne."

It has been said of this company by a leading educational journal that "its publications invariably stand for some distinctly new and valuable ideas." This is a statement which the educators of the country will endorse, and especially those that have used in their schools any of the above mentioned books.

Mr. W. J. Button, who is the directing force in the enterprise, is an old and experienced schoolmaster and publisher. He knows the needs of the modern school-room and understands how to meet them.



PAUL G. W. KELLER,  
City Superintendent and Clerk ex-officio of the Board,  
New London, Wisconsin.



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Catalogue of Blue Print Leaflets and Samples of Tablets and Composition Books sent on request.

## HOPPER-MORGAN CO., 290 Broadway, New York.

## THE EDUCATIONAL SERIES ...OF... TRANSLATED COMPOSITION BOOKS

PITTSBURG, PA., Oct. 12, 1901.

HOPPER-MORGAN COMPANY,  
290 Broadway, N. Y.  
Gentlemen:

I have recently received a circular from you which interests me greatly. I have long thought that the tablets and composition books used almost universally by pupils in public and private schools afforded an excellent opportunity for giving helpful suggestions in print and pictures which would be educational and uplifting in their tendency, in place of the flaming cigar-box style of ornamentation now so common on this class of school supplies. I am surprised that no large manufacturing concern has seen this opportunity until now. Your circular is the first intimation I have ever had of an attempt to meet this need, and I assure you I wish you great success.

Yours respectfully,

LUCIUS EVERETT HAWLEY, A. M.,  
Head Master.

The Woolsey School.

BROOKLYN, Nov. 11, 1901.

MESSRS. HOPPER-MORGAN COMPANY,  
Broadway, New York.

Dear Sirs:

"The Educational Series," published by your house have been carefully examined by my teachers and self.

We consider that they possess a value that entitles them to their name, and are a highly interesting and instructive means of bringing historical facts before the minds of the children.

We hope the opportunity of placing them in our school may soon be afforded us.

Very respectfully,

ELLA KELLY,  
Principal.





The Dixon Crucible Company has recently purchased ten houses that adjoin their works in Jersey City. They will be torn down in order to extend their pencil factory so that they may be able to handle their school business next summer. The demand for their American Graphite pencils has so increased in the last few years that although they have built new lead and color mills quite recently, further extension is absolutely necessary.

The educational Series tablets and composition books, published by Hopper-Morgan Company, continue to be popular. Shipments were recently made to New Platz, N. Y., to supply the students at the State Normal School. Principal Myron T. Scudder, A. B., A. M., says: "I think this series is very desirable for our pupils." Superintendent Charles Lose of Williamsport, Pa. wrote under date of Oct. 25th, "The sample set of blue print tablets, which you so kindly sent to us were duly received. They seem to be a fine quality of goods and we should be glad to consider them when we make our purchases next June, if you will remind us of them at that time."

The Schapirograph, a notice of which appears in our advertising columns, is one of the latest duplicating devices. A machine of this kind is almost indispensable to a school for securing duplicates of examination and other papers for distribution to pupils. The Schapirograph requires no washing and its capacity is 20 production per minutes and 150 copies from each original. So confident are the manufacturers as to the efficiency of this device that they will send it on trial for 5 days, express prepaid, and at their own risk. Room 336, 265 Broadway, New York City.

The state superintendent of Montana has received a communication from a person who exposes a skilful "graft" which is worked on the country schools. The letter reads "In your state today there is a clever scheme being worked by experts selling charts to the rural districts. The chart costs less than \$3 to manufacturer, including stand. Notwithstanding they are highly polished and contain much color, they are not worth \$10 to any school."

"The plan is to visit rural districts only and sell for \$30 to \$50. The selling price depends on the cost of bribing the majority of the board. The agents have to qualify before they can operate, and they are past masters in finding out susceptible members of the board. The bribe is anywhere from \$5 to \$10 per member. As soon as the county is worked, all time paper is sold to local banks at 10 to 25 per cent. discount. An expert agent is worth to his firm \$5,000 a year. In some cases county superintendents write recommendations for a price, but, if they commend the thing, the agents ostensibly leave the country; then their leader calls his men from other parts of the state and they rush the county to a finish, oftentimes before the superintendent is aware of it."

"The agents do not call themselves 'chart agent,' but mask as general school supply men. The only thing they dread is notices in local papers, such papers as country people read, thus keeping it before the public now and then."

Canton, Ill. Kindergarten material procured from Thos. Charles Company of Chicago.

Readland, Cal. The trustees of the Union High School have bought a Smith Premier typewriter for class work.

Weehawken, N. J. One No. 6 Remington typewriter has been put in service in the public school here.

The Dixon Crucible Company last month made a shipment to their San Francisco branch of 14 big double truck-loads of graphite productions. The total weight was 85,000 pounds, which was made up of 691 packages.

Brooklyn, N. Y. Twenty-five No. 6 Remington typewriters have been added to the equipment of the Girls' High School.

The Richmond School Furniture Company of Richmond, Ind., filed incorporation papers with a capital stock of \$10,000. The incorporators are R. B. Kersey, G. M. Spencer and W. F. Spencer, Jr., all of Richmond.

Spokane, Wash. The contracts to supply the schools with flags were let to the Northwest School Furniture Company and the Shaw-Borden Company.

The New Jersey School-Church Furniture Company of Trenton, N. J. manufactures an educational leaf cabinet; a device for educational use, in which can be mounted for preservation and use, pin work, drawings, paintings, kindergarten work, needle work and maps, chart, clippings, photographs or illustrations of any kind. These cabinets are very useful.

Richmond, Va. The board has purchased two Hyde Sanitary Drinking Fountains. If the fountains operate satisfactorily, all the school buildings are to be equipped with them.

Niagara Falls, N. Y. The board has laid in a supply of book covers manufactured by the Triangular Book Cover Company of Munnsville, N. Y.

Cabot's Deafening "Quilt" is extensively used in school buildings to deaden the sound in floors and partitions, so as to protect one room from the noises of the others. It is well known as the standard deafener. The quilt is scientifically constructed, absorbs and dissipates the sound-waves, is indestructible by decay, moths or vermin, and unimmmflaable. Samples of quilt, with special brochures on school house deafening is sent free. Write Samuel Cabot, Sole Mnfr., Boston, Mass.

Oswego, N. Y. The board has adopted the Triangular Book Covers.

Muscatine, Ia. The Muscatine Hight School has purchased a No. 6 Remington typewriter.

Camden, N. J. Triangle Book Covers are used in the schools. Milton-Bradley Company of Philadelphia secured the contract.

New Brunswick, N. J. The board of education has purchased six Remington typewriters for use in the schools.

Lowell, Mass. The council has held up several bills of the school boards and demands an explanation from the latter body as to why it has ordered the purchase of several couches.

Meadville, Pa. A supply of school desks bought from the American School Furniture Company; kindergarten from the Milton Bradley Company.

Canton, Ill. Kindergarten supplies ordered from Thos. Charles Company.

Eau Claire, Wis. A supply of book covers bought from the Holden Patent Book Cover Company; laboratory supplies from the Chicago Laboratory Supply and Scale Company; pens from the Central School Supply House; microscopes, etc., from Bausch & Lomb.

Benton Harbor, Mich. Laboratory supplies purchased from the Chicago Laboratory Supply and Scale Company and lead pencils from the Eagle Pencil Company.

Orange, N. Y. Three No. 6 Remington typewriters have been purchased by the board of education.

Weston, Ore. The State Normal School has bought a No. 7 Remington typewriter.

New Bedford, Mass. A Smith-Premier typewriter for school use has been bought by the board.

Berkley, Cal. An order for general school supplies awarded to C. F. Weber & Co.

North Easton, Mass. The school board has purchased two Smith Premier typewriters for their high school.

Owatonna, Minn. A supply of desks and maps bought from E. W. A. Rowles of Chicago.

Belleville, Ill. An order for book covers given to the Holden Patent Book Cover Company.

Scranton, Pa. The high school purchased four No. 6 and two No. 7 Remington typewriters.

San Francisco, Cal.

Fourteen Smith Premier Typewriters have been bought by the board of education for use in the public schools. Another Smith Premier has also been bought by the superintendent of schools.

The Educational Leaf Cabinet, which was so extensively used at the World's Fair and also at the Paris Exposition, is manufactured by the New Jersey School-Church Furniture Company, Trenton, N. J.

The Rapid Blackboard Liner, a device which makes five lines in one stroke, is manufactured by Peckham, Little & Co., 63 E. 8th Street, New York City.

The work entitled "Modern School Buildings," is a treatise upon and designed for consideration of school buildings. John Wiley & Son, New York, are the publishers.



## E. FABER.

**LEAD PENCILS,  
PENHOLDERS,  
RUBBER ERASERS,  
Etc., Etc.  
FOR SCHOOL USE.**

Trenton, Mo. A supply of general school material procured from the Central School Supply House. J. M. Olcott & Co. captured the contract for furnishing the schools with paper.

Fresno, Cal. The board of Education has purchased a Smith Premier typewriter.

The L. E. Knott Apparatus Company of Boston manufactures a series of projection Lanterns, suited for educational work.

The Hansteln Skeleton Models are manufactured by the Randolph Jones Manufacturing Company of Chicago.

Waukesha, Wis. The high school has invested in another No. 7. Remington typewriter.

Tonawanda, N. Y. Triangular Book Covers are used in the schools.

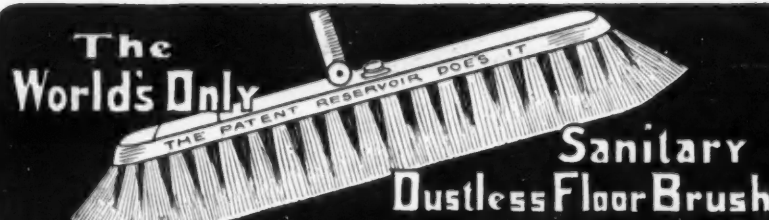
Logan, Utah. The State Agricultural College has purchased a Smith Premier typewriter, for its commercial department.

Topeka, Kan. Contract for furnishing the desks and seats for the new Lowman Hill and Summer school buildings awarded to W. L. Bell & Co. of Kansas City.

State School Inspector A. W. Rankin of Minnesota, in his annual report, states that school rooms should be scrubbed out thoroughly at least twice a month. Once a week would be much better. The casing of the seats and desks should be wiped with a damp cloth every day or two. The walls should be freshly kalsomined each summer and brushed with a broom or duster once a week. In order to keep the floor clean gravel should be placed several inches thick on all paths leading from the sidewalks, unless sidewalks are laid in all places where the children will be obliged to walk in wet weather.

Hardwood floors are a great aid in cleanliness, especially if they are kept well oiled. Soft wood floors should be treated with shellac of oil frequently enough to keep a good hard surface. Windows should be screened to keep out flies and other troublesome insects in the fall and spring. Windows should be washed often enough to keep them clean. Each child should be made to keep his desk neat and clean. The janitor should not be obliged to pick up paper after disorderly pupils. The children should raise the seats of the desks each evening as they prepare to leave the room in order to make it easier for the janitor. A teacher ought, if the school board would do its part and furnish screens for the windows, to feel just as much chagrined to teach in a room filled with flies as in a good housekeeper to serve dinner in such a room. Cleanliness means much in these days. We all know that it is directly related to human life.

## SCHOOL SECRETARIES



### HEALTH -- TIME -- MONEY

Three Distinctive Advantages to be Gained by the Use of

...The World's Only Sanitary Dustless Floor Brush...

You secure health by minimizing the danger of disease transmitted through infectious bacilli ever present in dust, save time by sweeping quicker, better; save money because the "THE WORLD'S ONLY" outlasts a dozen brooms. Let us tell you more about it.

To School Boards—We will send to any School Board, on request, one of our Dustless Brushes on trial, to be returned at our expense if it does not prove satisfactory.

MILWAUKEE DUSTLESS BRUSH CO., Milwaukee, Wis.



Rochester, N. Y. Kindergarten furniture procured from Milton Bradley Company.

Rockford, Ill. Two No. 6 Remington typewriters have been purchased for the high school.

Petaluma, Cal. A Smith Premier typewriter has been placed in the high school for instruction purposes.

Moline, Ill. The board of education has purchased a Remington typewriter for use in District No. 3.

Chicago, Ill. The board of education at present Chicago, Ill. The board of education maintains at present

bathrooms and bath attendants at twenty-seven of the school houses. These bathrooms are for the purpose of providing scrubbing for those children who come to school in such a filthy condition that they cannot be allowed to associate with the other scholars. An official of the city who does not believe that the school should be equipped with bathing facilities, makes the following criticism on the new innovation

"There is no parent who cannot afford to send his child to school with a clean face and hands. A child which comes to school dirty should be sent home to have its face and hands washed. To provide bathrooms in schools is a direct encouragement of shiftlessness and uncleanness on the part of parents. It would not surprise me if this bathroom business continues to spread, to hear that one-fourth the school children of the city went to school dirty.

"Mothers would say: 'Johnny, you can wash your hands and face at school; I'm too busy to attend to you today.' As it is a task for some mothers to get their children ready for school, the pupils could simply trot into the bathroom when they arrived at the school building, and perform their morning ablutions there. The buildings could be opened a few moments earlier for that purpose. Think of what a trouble-saving device it is!

"There is no reason why the school board should pay out thousands of dollars every year for such a purpose. There is no reason why boys and girls should be sent to school with dirty hands and faces, no matter what may be the condition of their clothing. Soap is cheap and water is plenty, but there are many thousands of people in Chicago who would be glad enough to have the care of their children taken off their hands entirely. The schools of Chicago are getting to be more like nurseries every day. After a child is 4 years of age the mother sends it to the public school kindergarten; after 6 years to the public schools. Lazy mothers need hereafter have no worry about their children—the board of education, if properly approached, will undoubtedly assume every care and responsibility."

Joliet, Ill. Three No. 6 Remington typewriters have been purchased for the Joliet Township High School. These are to be used for educational service entirely.

Washington, D. C. The Craig Keyless Lock Company has just fitted the Manual Training School with 922 of their keyless locks.

San Diego, Cal. The city board of education has purchased a Smith Premier typewriter.

Merrill, Wis. A supply of kindergarten material procured from the Rhode Kindergarten Supply Company.

In Missouri the law requires that on school buildings of three stories there must be one fire escape for every 100 seating capacity.

Stroudsburg, Pa. The State Normal School at this place has added a No. 7 Remington typewriter to its equipment.

The Craig Keyless Lock is specially adapted for schools and colleges. The manufacturers, the Craig Keyless Lock Company of Chicago, are meeting with phenomenal success. The list of educational institutions now equipped with these locks is a long one.

Suffolk, Va. The trustees of the Suffolk High School have bought a Smith Premier typewriter for class use. Hastings, Minn. General school supplies bought from the Central School Supply House of Chicago and laboratory supplies from the Chicago Laboratory Supply and Scale Company.

Pueblo, Col. The additional No. 6 Remington typewriters have been purchased by the high school, making an equipment of three now in service.

Bloomington, Minn. Science apparatus bought from the Central Scientific Company; kindergarten supplies from the Thos. Charles Company, and books from Ginn & Co., American Book Company, Werner School Book Company, Maynard Merrill & Co., H. Holt & Co. and Butler, Sheldon Company.

Philadelphia, Pa. The board of education has purchased a Smith Premier typewriter for use in its office. Hartford, Conn. A supply of desks procured from the Chandler Adjustable Chair and Desk Company and general school supplies from J. L. Hammett & Co.

Brainard, Minn. A supply of school desks ordered from the A. H. Andrews Company, Davenport, Ia. A quantity of drawing paper procured from the Central School Supply House; ink wells from the American School Furniture Company, microscopes from Bausch & Lomb Optical Company and drawing material from Prang Educational Company.

Utica, N. Y. An order for general school supplies given to the National School Supply Company and for kindergarten material to the Milton Bradley Company.

Dalton, Mass. The board of education has bought a Smith Premier typewriter for use in the public schools.

Allentown, Pa. The high school at this place has purchased two Remington typewriters.

Drinking cups for schools, whether used with an open bucket or a closed cooler, are known to be great spreaders of all kinds of disease. "The Drinking Fountain," an ingenious device invented by a citizen of Rochester, N. Y., meets this objection completely. It consists of a marble pedestal about three and a half feet high, capped with a funnel shaped basin twelve inches in diameter connected with the water supply. Upon pressure of a lever at the base of the basin a jet of water spouts up from the center of the basin and into the mouth when held over, and from this—the jet being small and without spatter—with very little contact thirst may be abundantly satisfied without the intervention of a drinking vessel of any kind. It admits of no contact of the lips with the jet-pipe or any other portion of the apparatus, the water flows from the supply pipe through the jet directly into the mouth, and all waste into the bowl immediately flows off by an escape pipe, none is allowed to accumulate.

Wilkesbarre, Pa. The high school has added five Remington typewriters to its equipment. Racine, Wis. An additional No. 6 Remington typewriter has been purchased for the use of the high school. School boards when purchasing desks should see to it that they will prevent undue stooping, contortions or impediment to correct breathing.

Trenton, N. J. Four Smith Premier typewriters have been bought by the board of education for the high school.

Blue Earth, Minn. The new \$35,000 high school building, just completed, is to be fitted up with modern school furniture manufactured by Thomas Kane & Co. Works of Chicago.

Brillion, Wis. A most beautiful picture of Pharaoh's horses has been presented to the high school.

Scranton, Pa. The board of control has purchased a Smith-Premier typewriter for class use in the high school.

Pekin, Ill. The Standard School Furniture Co. succeeded in capturing the desk contract.

La Salle, Ill. Apparatus bought from E. H. Sargent & Co., and from Chicago Laboratory Supply and Scale Co.

Le Mars, Ia. A Smith-Premier typewriter has been purchased for use in the public school.

Burlington, Ia. The public library at this place has purchased a No. 7 Remington typewriter.

Brainard, Minn. A supply of pens and pencils bought from the Eagle Pencil Co.; supplies for the science department of the high school from Bausch & Lomb Optical Co. and general school supplies from the Central School Supply House.

Wallingford, Conn. Two Smith-Premier typewriters have been bought by the trustees of the central school district, for instruction purposes.

Rock Island, Ill. A supply of book covers procured from the Holden Patent Book Cover Co.

Roseville, Ill. The high school here has purchased a No. 6 Remington typewriter for instruction purposes.

Elgin, Ill. The Standard School Furnishing Co. sold the board a supply of school desks.

Chicago, Ill. The request of a principal to be permitted to install a telephone in the school of which he was the head and for which he offered to pay was denied by the board.

Sheboygan, Wis. The board of education has placed a Smith-Premier typewriter in the high school, for educational purposes.

New London, Conn. Each school is provided with a stereoscope and sets of views in all lands which add greatly to the interest of the geography lessons.

The Dixon Co. will place upon the market next month a pencil sharpener made on an entirely new plan. The cutting surfaces are twelve flat blades which are made to revolve very rapidly and smoothly.

## EAGLE PENCIL COMPANY,

377-379 Broadway, NEW YORK CITY.

Manufacture the largest variety of Lead Pencils, Colored Pencils, Penholders, Rubber Erasers, Steel Pens, Pencil Compasses, etc., which are unequalled for School or General Use. Before purchasing your supplies, send for samples and prices and mention this publication.

The pencil does not have to be held or steadied with the left hand as is the case in most other sharpeners, and after it is sharpened no more lead or wood can be taken off, thus rendering it the most economical sharpener on the market. It will be sold at a moderate price, thus bringing it within the reach of all.

The Smith-Premier Typewriter Co. made among other sales the following last month: Phillips county high school, Holyoke, Colo.; North Denver high school, Denver, Colo.; Wheeling female academy, Wheeling, W. Va.; board of education, Johnsonburg, Pa.; normal school, Chillicothe, Mo.; Baker university, Baldwin, Kan.; high school, Marinette, Wis.

Chicago, Ill. A supply of ink purchased from J. M. Olcott & Co.; laboratory supplies from Chicago Laboratory Supply and Scale Co.; seats and desks from the A. H. Andrews Co.; rolling partitions from the United States Desk and Office Fixture Co.

Grand Rapids, Mich. Drawing material procured from the Prang Educational Co.; supplies from the Eagle Pencil Co.; general supplies from School & Office Supply Co.; desks from Grand Rapids School Furniture Co.

Petaluma, Cal. A Smith-Premier typewriter has been placed in the high school for instruction purposes.

Topeka, Kan. Contract for furnishing the desks and seats for the new Lowman hill and summer school buildings awarded to W. L. Bell & Co., of Kansas City.

Elkhart, Ind. One Smith Premier typewriter has been placed in the high school.

Chicago, Ill. The Dow Wire Works Company equipped the Jones school with their fire escape.

La Porte, Ind. Two Smith Premier typewriters have been bought by the school board.

Chicago, Ill. Rolling partitions bought from H. B. Dodge & Co.; drawing boards from A. H. Abbott & Co.; common chairs from the A. H. Andrews Co.; ink from A. B. Dick Co.; ink from Devoe & Reynolds; blackboards from the Standard School Furniture Company; lead pencils from the American Lead Pencil Company; kindergarten supplies from Thos. Charles Company; chalk crayons from the Caxton Co.; erasers from W. H. Landerson; drawing material from Prang Educational Company; seats and desks from the A. H. Andrews Company.

Grand Rapids, Mich. The Thos. Charles Company, of Chicago, furnishes all needed kindergarten supplies.

Milwaukee, Wis. Physical apparatus purchased from the Chicago Laboratory Supply & Scale Co.; kindergarten material from Thos. Charles Company; maps from Rand, McNally & Co.; laboratory supplies from Bausch & Lomb Optical Co., Rochester, N. Y., and from Elmer & Amend, New York City; card index cabinet from Globe Wernicke Co.

## A CHRISTMAS SUGGESTION.



A Set of Genuine S. J. Addis' London

**WOOD CARVING TOOLS.**

In Fine Hardwood Case.

Ask for Catalogue 133.

We also issue separate catalogues of Clay Modeling and Plaster Carving Tools.

Early in 1902, we will publish a large and complete Catalogue of Manual Training Tools and Benches.

HAMMACHER, SCHLEMMER & CO., 209 Bowery, New York, Since 1848.





## New Schools

### ALABAMA.

Huntsville. Preliminary plans are being made for the erection of a school building.

### CALIFORNIA.

Stockton. New primary school at the corner of Monroe and Washington streets.

### COLORADO.

Colorado Springs. School district No. 11 has voted to issue \$100,000 of bonds for school building purposes. Denver—New \$42,000 school at Idaho and Byers streets.

### DISTRICT OF COLUMBIA.

Washington—A manual training school is to be erected at northwest corner 7th and G streets.

### GEORGIA.

Swainsboro—The amount of \$12,000 has been voted for a new school house.

### ILLINOIS.

Alton—The board will soon ask for bids for the \$50,000 high school building. East Alton—It is contemplated to build a \$5,000 school house. New Baden—New school house is about to be built. Chicago—Write W. B. Mundle, architect, 1117 Schiller bldg., regarding the erection of new school buildings. Monmouth—Plans have been submitted for a new school building. Alton—The proposition to issue \$50,000 of bonds for a new school carried. Peoria—The board is talking of building a \$250,000 high school.

### INDIANA.

South Bend. Contracts for the erection of the Oliver and Perley school buildings awarded.

### IOWA.

West Des Moines—New high school according to plans of architects Proudfoot & Bird, Des Moines. Fenton—A new \$4,000 school building. Burlington—Steps are being taken to purchase a site for the erection of a new high school.

### KANSAS.

Pittsburg—Plans for a high school prepared by Archt. J. W. Gaddis, Vincennes, Ind. Norton—Archt. L. M. Wood, 627 Kansas avenue, Topeka, prepared the plans for the new high school.

### LOUISIANA.

New Orleans—The Frank T. Howard school No. 1 is in course of construction; Thos. Sully, architect, Herman bldg., New Orleans. The city also contemplates erecting in the near future, a sixteen-room school building for colored children. W. J. Hardel, city engineer, is the architect.

### MARYLAND.

Baltimore—New \$40,000 school at Chestnut and 4th avenues.

### MASSACHUSETTS.

Groverland—This town has voted to erect a \$12,000 high school and a \$5,000 two-room grammar school. Lawrence—The Alexander B. Bruce school is nearing completion. Beverly—New \$10,000 school. Cambridge—New 16-room school according to plans of Archt. A. H. Gould, 47 Devonshire street, Boston. Lynn—The school committee has asked the city to erect an 8-room school house in ward 7. Newton—This city appropriated \$64,000 for a new school house. Address Mayor Pickard. Whitinsville—New school building erected according to plans drawn by Archts. Angell & Swift, Providence, R. I., \$15,000.

### MICHIGAN.

Detroit—Archts. Malcom & Higginbotham, 53 Moffat bldg., have plans for a school house, the "H. S. Pingree," for the board. Ypsilanti—The state normal school has commissioned Archt. E. W. Arnold to prepare plans for a science hall to cost \$50,000. He may

be addressed care Dr. Albert Leonard, Port Huron—New school in the 8th ward.

### MINNESOTA.

St. Paul—Archts. J. W. Stevens is completing plans for the 2-story addition to the Grant school, \$20,000. Archt. A. F. Granger is preparing plans for the new \$35,000 school building to be erected in the 5th ward. Bird Island—Contract for new school awarded. Richdale—A new school house is projected. Seaforth—New \$6,000 school. Plans by Keith Co., Minneapolis, Minn.

### MISSOURI.

St. Louis—The board has purchased a plat of ground, 204x330 ft., for the erection of a new high school. Contract for a \$30,000 addition to school at 3006 Crittenden st. awarded.

### NEBRASKA.

Omaha—Archt. John Latenser has plans for a public school, at Monmouth Park, \$25,000. Lincoln—New 10-room school. Plans prepared by Archts. Leach & Plym. Daykin—Bonds have been voted for a new school house.

### NEW JERSEY.

Hoboken—Archts. Ackerman & Ross, 156 5th av., New York City, have plans for a 3-story chemical laboratory building for the Stevens Institute of Technology, Hoboken.

### NEW YORK.

New York City—Archt. C. B. Snyder, Park av. and 59th st., has plans for a 5-story school, cor. Houston, Lewis, Manhattan and 3rd sts., for the city. To cost \$30,000. Schenectady—The board rejected all bids for the new high school. The plans will be modified and new bids received. Cortland—The sum of \$19,500 has been appropriated for an addition to the Central school. Highland Falls—New school according to plans of F. M. Sneed, archt., Newburgh, N. Y. Weatherly—New \$12,000 school house is about to be built. Niagara—A new high school is in course of construction. \$140,000.

### NORTH DAKOTA.

Portal—There are to be erected two new schools shortly.

### NORTH CAROLINA.

Gastonia—The erection of new school house is progressing rapidly.

### OHIO.

Cleveland—The school council rejected all bids for the Wilson av. school building. Thos. H. Bell, school director. Wilmington—An addition to high school to cost \$16,000. Akron—New school according to plans of Archt. F. O. Weary.

### OKLAHOMA.

Normal—A university building is to be erected here.

### PENNSYLVANIA.

Williamsport, Pa.—Archts. Perot & Bissell, Bourse bldg., Philadelphia, have plans for a 3-story school house for

# Venetian & Sliding Blinds

## MADE ON HONOR

**Our Aim** → **Perfection in Goods**  
**Moderation in Prices**

**Burlington Venetian Blind Co.** **Write for Catalogs.**  
**BURLINGTON, VT.**

Williamsport. To cost \$30,000. Waynesboro—Contract for new school building soon to be let. Throop—Contract to erect new school has been let. West Homestead—Fire destroyed the new \$25,000 school building. It will be rebuilt. South Bethlehem—It has been definitely decided to erect a new school. Philadelphia—Archts. Cope & Stewardson, 320 Walnut st., have completed plans for a medical laboratory for the University of Pennsylvania. Stanton—New 12-room school according to plans of archts. T. I. Lacey & Son. Harrisburg—The board contemplates the erection of a 24-room school house, \$50,000.

### TENNESSEE.

Nashville—The board is planning to build several new schools next spring. London—Bids are being invited for the erection of a large school building. Columbia—The board contemplates erecting a school building next season.

### VERMONT.

Newport—New 12-room school according to plans of Archt. Wm. M. Butterfield Manchester, N. H., \$50,000.

### WASHINGTON.

Everett—Archts. Moller & Ehler have made plans for an annex to the Jefferson school. Prosser—Bids for building new school have been received by the school directors in district No. 55. North Yakin—Address clerk school district No. 56 concerning the erection of a school building for which bonds have just been voted. Cost about \$10,000. Clarkston—New school according to plans of Archt. Ernest McCullough, Lewiston, Idaho.

# AMERICAN School Buildings

Special attention given to the designing and construction of school buildings.

We solicit correspondence from school boards contemplating the erection of school buildings in all parts of the United States.

*Watch this space for new designs and announcements of publications on various phases of school house construction.*

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School House Architects,

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**MODERN**  
**A** **AMERICAN**  
**SCHOOL**  
**BUILDINGS**

Treatise on School House Construction. 8vo. xxi. 441 pp. Cloth, \$4.00. First twelve chapters presented for first time. Chapters XIII. and XIV. were papers prepared for State Board of Health Reports. Chapter XV is composed of papers originally written for architects and builders and last chapter compiled to complete series. 89 full page illustrations. Sample pages and illustrations on application. JOHN WILEY & SONS, Publishers, New York.

# The FLUSHOMETER

(KENNEY SYSTEM.)

THE KENNEY COMPANY, 72-74 Trinity Place, NEW YORK.

For Flushing  
Water Closets  
in Schools.

The Neatest, Simplest, Most  
Effective and Cleanest System  
Sanitary and Noiseless.

Write for particulars and list of recent installations.



## WANTED---SCHOOL PLANS !

The Board of Education of Menomonee, Mich. wants plans and specifications for an eight-room school building. **EDWARD DANIELL, Director.**

### WEST VIRGINIA.

Shepherdstown—A state normal school is to be erected here.

### WISCONSIN.

Green Bay—Arch. W. E. Reynolds is preparing plans for a 3-room school house to be erected at Hoffs Park, Wis. Kenosha—Contract for the 8-room school building was let for \$15,800. Menomine—The county board has voted to construct an agricultural college and teacher's training school combined, at a cost of \$20,000. Wausau—The county board has voted \$10,000 to establish a school of agriculture and domestic training. Sturgeon Bay—New school according to plans of Architects Chandler & Park, Racine, Wis. Madison—Contract for the new agricultural building for the University of Wisconsin has been let; to cost \$143,179. Readstown—A new school house. Fountain City—A new school next spring. Milwaukee—New school on Twentieth street, between Meinecke avenue and Wright street, in the Tenth ward; plans by Van Ryn & De Gelleke. Oshkosh—New plans for the high school are to be secured. Tony—New school house. Drummond—New 4-room school.

### Heating and Ventilating.

Galesburg, Ill. The American Warming and Ventilating Company has just completed installing its system in one of the schools.

There should be some system in every school room by which air can be introduced from outside and then allowed to escape without using the windows, which cannot always be depended upon on account of drafts and storms.

Cedar Rapids, Ia. The American Warming and Ventilating Company was awarded an order to place its system in the new school house.

Kenosha, Wis. The contract for the heating and ventilating system for the new Sixth Ward school was let to Peter Bogart of Milwaukee.

Chicago, Ill. The principals and teachers have been ordered to keep the school room windows closed, except in buildings which are not automatically ventilated.

Sturgeon Bay, Wis. Contract for hot blast steam heating for school building was let to B. F. Sturtevant Co., Chicago, Ill.

St. Louis, Mo. The board has decided to make an experiment in heating school buildings with Texas fuel oil, and has made an appropriation for it. Newell & Co. of Beaumont, Texas, offered to donate twenty cars of oil for the experiment, which will probably be made in the new Wyman school at Eads and Theresa avenues. A storage box will be constructed underground, and from it the oil will be fed into the furnaces. It is estimated that the cost of constructing the special furnaces for the experiment will be about \$3,000. President Schroers says that if the experiment is successful schools of St. Louis will be heated altogether by fuel oil if it can be had at a low figure.

Sandstone, Minn. The Mower Heating and Ventilating Co. of Minneapolis received the contract for putting the heating and ventilating plant into the new school house.

Philadelphia, Pa. Preliminary plans have been adopted to carry out the provisions of the act of the legislature passed this year, providing for not less than fifteen minutes a day being given to formal gymnastics for thirty weeks, from October 14 to May following, and for games in the open air from September 9 to October 14 and from May 16 to June 20 each year.

Jersey City, N. J. The marriage of a female teacher, when it becomes known, is tantamount to her resignation.

### Educational Meetings.

Arizona State Teachers' Association. Prescott, Dec. 15.

California State Teachers' Association. Dec. 30 to Jan. 3, at Pacific Grove. Richard Faulkner, Principal Grammar School, President, San Francisco, and Mrs. M. M. Fitzgerald, Secretary, San Francisco.

Colorado State Teachers' Association. Denver, Dec. 26-28.

Florida State Teachers' Association. Ocala, Dec. 26. Hon. W. M. Holloway, President, Gainesville.

Idaho State Teachers' Association. Moscow, Dec. 27.

Illinois State Teachers' Association. Holiday week.

Indiana State Teachers' Association. Christmas week, Indianapolis.

Iowa State Teachers' Association. Des Moines, Dec. 27-30. A. W. Stewart, Ottumwa, President.

Kansas State Teachers' Association. Topeka, Dec. 26-28.

Kentucky Educational Association. Louisville, Dec. 26-28.

Louisiana State Teachers' Association. Holiday week.

Maine State Teachers' Association. Augusta, Holiday week.

Michigan State Teachers' Association. Grand Rapids, Dec. 26-28.

Minnesota State Teachers' Association. St. Paul, holiday week.

Montana State Teachers' Association. Helena, Christmas week.

Nebraska State Teachers' Association. Lincoln, between Dec. 25 and Jan. 3.

Nebraska County Superintendents. Lincoln, Dec. 30-31.

New Jersey State Teachers' Association. Holiday week.

Associate Academic Principals, New York State. Syracuse, Christmas week.

New Mexico State Teachers' Association. Albuquerque, Christmas week. H. Hadley, President; Miss Maggie J. Bucher, Secretary, Las Vegas.

Ohio State Association of School Examiners. Columbus, Christmas week.

Ohio State Associa-

TO SCHOOL BOARDS, SUPERINTENDENTS, PRINCIPALS AND TEACHERS!

## What is Schapirograph?



**SCHAPIROGRAPH** is the latest up-to-date multicopying device, the one reproducing black penwritten copies also purple from typewriter and pencil without printing ink or stencil. No press, no washing. Twenty exact reproductions in a minute; limit 150 copies.

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tion of Township Superintendents. Columbus, Christmas week.

Missouri State Teachers' Association. Kansas City, Dec. 26-28.

Oklahoma Territorial Teachers' Association. Christmas week.

Oregon State Teachers' Association. Eugene, holiday week.

South Dakota State Educational Association. Madison, Dec. 26-28. Prof. G. M. Smith, President, Vermillion; Mrs. May Cowan, Recording Secretary, Iroquois; Prof. W. W. Girton, Corresponding Secretary, Madison.

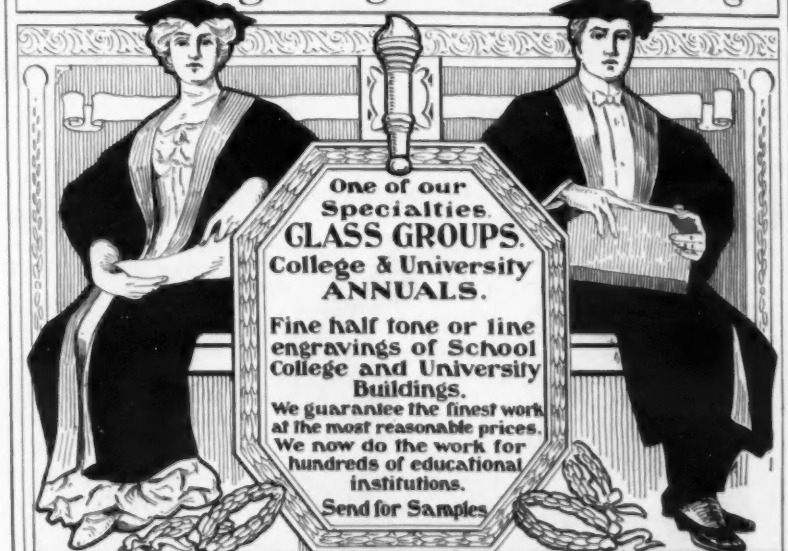
Texas State Teachers' Association. Waco, Dec. 27.

Utah State Teachers' Association. Holiday week.

Washington State Teachers' Association. Everett, holiday week.

Wisconsin State Teachers' Association. Milwaukee, Dec. 26-28.

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## BUFFALO FIXTURE CO.,

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## The Buffalo Adjustable Window Shade Fixtures !

For Regulation of Light and Ventilation in Schools, Public Buildings, Offices, Stores, Flats and Dwellings.

Attachable to  
All Shade Rollers.

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A Wholesome Tonic

# Horsford's Acid Phosphate

Taken when you are tired and completely worn out, can't sleep and have no appetite, it imparts new life and vigor to both brain and body by supplying the needed tonic and nerve food.

**A Tonic for Debilitated  
Men and Women.**

Genuine bears name "HORSFORD'S" on label

A sound resembling a distant peal of thunder is heard directly overhead where the school board is in session.

Citizen: What was that?

Superintendent: That? Oh, that was only the school board dropping a hint.

**Germes of Literary Success.**

"So your boy's at college, eh?"

"Yes."

"Studying, I understand, with a view to enter the field of literature."

"That's right."

"Do you think he will make a success in that profession?"

"He's sure to; why, even now he never writes unless it is for money."

**In Pennsylvania.**

"And now," said the teacher, after she had finished the story about Caesar and the conspirators, "why did Cassius strike?"

"Because he wanted a 10 per cent. increase and an eight-hour day," answered a little girl whose papa was living in a tent along the river bank.



School Director: Are you doing anything to elevate the schools?

Teacher (seeking promotion): No, what I want is to make the schools give me a lift.

Auch eine Erklärung.—Lehrer: „Kann mir Einer von Euch sagen, was eine Abhandlung ist?“

Schulz: „Ich weiß es, Herr Lehrer!“

Lehrer: „Run?“

Schulz: „Eine Abhandlung ist, wenn der Schuhmacher für meine Schuhe von der Mama einen Dollar verlangt, und sie ihm zwei Bit abhandelt.“



**Got a Little Mixed.**

Schoolmaster: Owing to the general prevalence of scarlet fever the schools will be closed for ten days. It should be remembered, however, that this time should not be consumed in loafing. Those who have a tendency to this disease should remember that the ten days are to be devoted to it.

**Mistook the Sounds.**

Farmer Gray: Did you hear the loons last night, Miss Citybred?

Miss Citybred: Were those loons? Why, I thought it was some college boys giving their college cry.

**He Knew.**

Teacher: Suppose you had one pound of candy and gave two-thirds to your little sister and one-fourth to your little brother, what would you have yourself?

Scholar: Well, I guess I'd have the measles or something so's I wouldn't feel much like eating.

"How do you keep from getting tanned, Bobby?" asked the young lady visitor, comparing her own sunburned hands with his.

"Oh, that's easy," replied Bobby. "All a fellow has to do is to mind the teacher."

The teacher asked the class wherein lay the difference in meaning between the words "sufficient" and "enough." "Sufficient," answered Tommy, "is when mother thinks it's time to stop eating pudding; 'enough' is when I think it is."

In futur when we lern tu spel,  
We wil not hav tu get  
Instrugshuns in the propur wa  
Tu uze the alfabet.

And after while the wun hu wuz  
The last wil be the furst,  
And honners uv the skule belong  
Tu him hu spels the wurst.

## TO PENCIL PUSHERS:

You can get along without using DIXON'S PENCILS; so can a wagon without grease. But it goes **hard**. You don't have to bear down and tire your arm and wrist if your pencil is a Dixon. We make them just the best we know how.

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Brown: Say, Jones, did you read about those workmen over in Rome, who found some petrified eggs while excavating in the Forum?

Jones: No. Did they?

Brown: Yes. What book does it remind you of?

Jones: Give it up.

Brown: Why, "The Lays of Ancient Rome."

**Rather Practical Answers.**

On entrance examination to one of the state normal schools in a southern state, the question was asked: "What were the provisions of the Compromise Bill of 1850?" The answer was: "The provisions of 1850 were corn, meat and wild game."

Writing upon farming as a test in composition, the examinee, speaking of peanuts, said: "They are good for personal use."



**An Excuse.**

Teacher: "Late again! What excuse have you, sir?"

Boy: "Teacher, me watch an' valuables were stole by a highwayman, an' it took me nearly an hour ter kill 'im an' git 'em back!"

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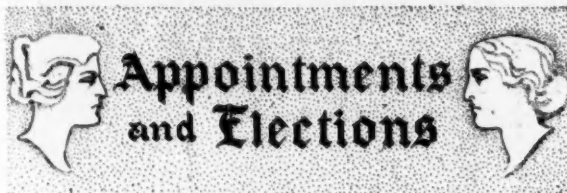
By FREDERICK N. PETERS, A. M.  
Instructor in Chemistry in Central High School, Kansas City, Mo.

**MAYNARD, MERRILL & CO., Publishers.**

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## PUPILS AND FIRE!

SENSIBLE SAFEGUARDS FOR THE LIVES OF CHILDREN.

The sifting process to which fire escapes have been subjected by school boards all over the United States, leaves the

for liberty and reform, by  
Charlemagne, or Cromwell.

**TWO NEW FIRE ESCAPES.**

State Board of Control Has Awarded Contracts at Mt. Pleasant.

The state board of control today awarded to the Dow Wire Works company, of Louisville, Ky., contracts for two new fire escapes at the hospital for the insane at Mount Pleasant. The contract calls for the Kirker-Bender fire escape, which is circular in form, made of steel, and so constructed as to place occupants of buildings in safety by means of a chute. A. C. Harrell, vice-president of the Dow company, was at the state house this morning with a miniature sample of the escape, the workings of which he was exhibiting with small bronze dolls. The escape is a new thing in Iowa, but has already become so much in favor with the board of control that it is likely to be placed eventually in all the hospitals in Iowa. Two others may be put in at Mount Pleasant before long. The cost of the chute is in the neighborhood of \$1,000 each. It is entirely of steel, 5 feet in diameter, with automatic doors at each story, and a pipe which may contain water running through the entire center. The person enters at any story and is immediately started on a sliding journey downward at two revolutions per story.

**CABLES FOR A WIFE.**

Chinese Minister at London of London.

London, July 6.—The

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Fire Escape

as the most perfect, the most serviceable—in fact the best in the world.

It DEFIES further improvement.

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## The Little Chronicle

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WHAT LESSONS!

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**In History.** Which thrilled to the ends of the earth by telegraph and cable, thundered in ten thousand presses; in the indignant voice of Civilization and woke the echoes of Past History until its figures lived again.

**In Language.** What inspiration in the vivid pictures of this epoch making time—in a topic which is on every tongue.

**In Geography.** Every nation in the world flashing its sympathy to the Great Republic.

**In Business Methods.** How the great ship of Commerce for a moment quivered at the shock, and what an insight into the resources of Financial Science instantly brought into play for her protection.

**In Physiology—Hygiene—Anatomy.** Where the world watched with bated breath the vain but marvelous skill of the physicians, and with heart beating between hope and despair counted the pulsations of the dying President.

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## Miss Estelle Reel Reports.

An event of more than ordinary importance in the educational work of the Nation, is the issuance by Estelle Reel, Superintendent of Indian Schools, of a uniform course of study for the Government Indian Schools.

The course of study prepared by Supt. Reel is worthy of extended examination by all who are interested in practical education, whether for the Indian or for his white brother. It might well be adopted as a course of study in our public schools, for it contains a comprehensive and feasible plan of education of practical utility; and while applicable to all races, it is peculiarly adapted to the problem of making good citizens of the growing generation of Indian boys and girls.

Naturally the course of study devotes much attention to agriculture and the kindred occupations of gardening, dairying, engineering, carpentry, blacksmithing and harness making. The course in agriculture contains directions for systematic training for the Indian youth during each successive year of his school life, commencing with the ordinary farm chores and care of animals, for the boy of seven or eight years of age; through planting, irrigation, crop-rotation, drainage, care of farm machinery and nature study for the youth of fifteen to twenty; blacksmithing, carpentering, dairying, saddlery and all occupations of the farm and of home-making, are to be taught systematically, and by the pupils doing the practical work at the same time the theory is being learned.

Painting, shoemaking, printing, tailoring and upholstering are also included in the course for boys. For the girls the course contains instructions to be followed by the instructors, in teaching, baking, dressmaking, housekeeping and laundering.

The course of study subordinates throughout theory to practice; the literary branches are confined to studies in reading, arithmetic, spelling, writing, history and geography. In these branches it is not intended to take the pupils beyond elementary principles, but these are thoroughly taught, the idea being to graduate every pupil with a sound basis education rather than an advanced one.

Among the publications with a religious tendency, designed for young people, there is none which surpasses the Young People's Weekly, published by the David C. Cook Publishing Company, of Elgin, Ill.

The phenomenal success attained by this publication is by no means due to accident. The judicious editorial management—giving its readers at all times the best obtainable in its own particular field, has found appreciation. The publication is conducted upon a high plane. Parents cannot surround their children with better literature. In tone and spirit the publication is educational and moral. The original matter is always interesting, the selections are choice, the engravings artistic, the typographical execution excellent.

Orange, N. J. A medical inspector at a salary of \$50 per month has been appointed.

Boston, Mass. The powers of the board are being gradually restricted. The transfer to a city commission of the authority to build and repair school houses, and to a business agent of the responsibility for purchasing supplies are due to recent legislation.

## Enthusiastic Converts.

There are Thousands of Them Who Believe as This Woman Does.

Mrs. Ida Knowlton, of Butte, Montana, is a most enthusiastic convert to the virtues of Stuart's Dyspepsia Tablets as a cure for obstinate stomach trouble. She says: "I had poor digestion nearly all my life. It now seems to me that for years I never knew what it was to be hungry, to have a good natural appetite.

"I was troubled with gas in stomach causing pressure on the heart with palpitation and short



breath. Nearly everything I ate soured on my stomach, sometimes I had cramps in the stomach which almost resembled spasms.

"Doctors told me I had catarrh of the stomach, but their medicines would not reach it and I would still be a sufferer had I not, in sheer desperation decided to try Stuart's Dyspepsia Tablets.

"I knew they were an advertised remedy and I didn't believe anything I read about them as I had no confidence in advertised remedies, but my sister living in Pittsburg wrote me last spring telling me how Stuart's Tablets had cured her little daughters of indigestion and loss of flesh and appetite and I hesitated no longer.

I bought a fifty cent box at my drug store and took two of the large tablets after each meal and found them delightful to take, being as pleasant to the taste as caramel candy. Whenever during the day or night I felt any pain or uneasiness in the stomach or about the heart I took one of the small tablets and in three weeks it seemed to me as if I had never known what stomach trouble was.

I keep Stuart's Dyspepsia Tablets in the house and every member of our family uses them occasionally after a hearty meal or when any of us has a pain or ache in the digestive organs."

Mr. E. H. Davis of Hampton, Va., says: "I doctored five years for dyspepsia, but in two months I got more benefit from Stuart's Dyspepsia Tablets than in five years of the doctor's treatment."

Stuart's Dyspepsia Tablets is the safest as well as the simplest and most convenient remedy for any form of indigestion, catarrh of stomach, biliousness, sour stomach, bloating after meals, sympathetic heart trouble.

Stuart's Dyspepsia Tablets is not a cheap cathartic but an active digestive remedy containing the pepsin and diastase which every weak stomach lacks, and they cure stomach troubles because they digest the food eaten and give the weak, abused overworked stomach a chance to rest and recuperate.

Stuart's Dyspepsia Tablets are sold in every drug store in the United States, Canada and Great Britain.

**IN MEMORIAM**

HON. SAMUEL B. HUEY,  
President Board of Education of  
Philadelphia.  
Died November 22.

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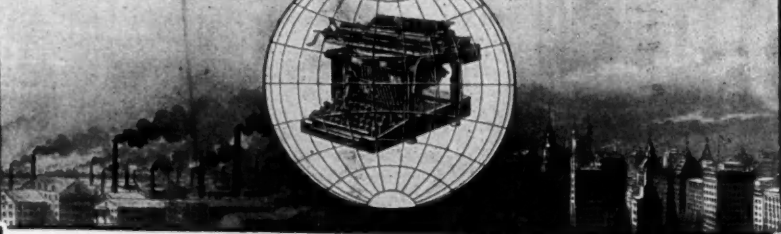


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#### Among Superintendents.

Louisville, Ky. Supt. E. H. Mark: "I am opposed to politics figuring in the school board. The aim of the superintendent and board should be to serve the people and their children as best they can."

New London, Conn. Charles B. Jennings, acting school visitor has the following to say on "School Incentives": "At best school life to the average boy or girl is more or less of a grind. A day is a long time to a child, a term longer and a year is an eternity. If he be faithful, he must do much hard work, and if he is not, he becomes discouraged and dissatisfied because there is no progress. To accomplish anything the teacher must be enthusiastic, a keen observer of human nature, and fertile in device and expedient. Sugar is more potent than vinegar for some purposes. Anything that will awaken interest in the pupil and stimulate him to increased effort, and appeal to his pride, his ambition and his higher nature is a useful and legitimate expedient."

#### SEND THREE HAIRS FOR FREE MICROSCOPIC EXAMINATION

Take three fallen hairs from the morning combings and mail them to Prof. J. H. Austin, the celebrated scalp and skin specialist of years standing and national reputation, who will send you absolutely Free a diagnosis of your special case after making a minute examination of your hairs under his specially constructed and powerful microscope. There is no charge whatsoever, and in addition he will send a special prescription for your case put up in a little box, also absolutely Free. When you are cured of Dandruff, which is the forerunner of baldness, and grow New Hair Prof. Austin asks that you tell your friends about it. Send no money. If you are already partly or totally bald write and find the cure. Send 2c for postage. Write To-day.



PROF. J. H. AUSTIN, 138 McVicker's Building, Chicago, Ill.

Jacksonville, Fla. County Supt. Glenn is convinced that the carry-all system of bringing pupils to the rural schools is a preventive to truancy in the country.

Des Moines, Ia. In Washington township the plan of consolidating the rural schools has been effected.

Pawtucket, R. I. The superintendent has recommended the occasional testing of the sight of children who attend the schools.

St. Louis, Mo. Supt. Soldan has recommended the re-establishment of a normal school for the training of teachers, the normal school having been closed some years in order to reduce the supply of eligible teachers. He says that about one hundred new teachers are needed each year and the present supply of eligibles is being gradually exhausted.

J. M. Greenwood, superintendent of schools Kansas City, Mo., in a recent article writes: "To induct the city children into nature study on a small scale

would not be a great task, and yet it would afford genuine pleasure as well as valuable information. It may be done in the following manner in many schools: Let there be, wherever possible, set aside a plot of ground at the school house upon which vegetables, cereals, etc., can be planted. Let the boys and girls who are interested in these things prepare the ground, procure the seed, and do the planting and cultivating and see the plant start from the seed and produce its kind. All the children then would become familiar with growing crops. A part of this plot should be laid off in flower beds. If such a piece of ground could thus be cultivated at each school wherever practicable, the city and town children would become tolerably well acquainted with agricultural and horticultural industry on a small scale. The ideal school, I should say in passing, with its walks, its flower beds, shade trees and little patches of grains and grasses, and then properly equipped inside as well as outside—is what the teachers of this country should strive for. And to go a step further in this direction, at the country school houses, there should be two or three acres of land for experimental purposes—on which the teacher and the pupils could experiment with all kinds of fruit, grains, grasses, vegetables, flowers and ornamental shade trees. This is not an impracticable scheme, but one which lies clearly within the reach of every neighborhood having a school house."

Portland, Me. The fire drill is a fixed feature in the schools.

Springfield, Mass. The school authorities have a card system which has been found to work excellently in keeping a record on non-school-going children. The names of every child of school age in the city is catalogued something after the manner of a card library catalogue, and in that way the authorities are able to keep informed as to those children who absent themselves from the school.

In New York City they have attendance agents, whose duty it is to go to the schools each morning and learn what children have not attended. This information is given them by the principals, and they go to the homes of the children and look up the cases. These men are well groomed and of good address, and instead of appearing in the guise of officers they co-operate with the parents, and as a result New York has one of the finest school systems in the world in this respect. When once the attendant agent is familiar with his district he can accomplish wonders in the way of getting the truants to attend the schools.

Wausau, Wis. The county board has voted an appropriation of \$12,000 for the establishment of an agricultural school.

## The Right Thing.

### New Catarrh Cure, which is Rapidly Coming to the Front.

For several years, Eucalyptol Guaiacol and Hydrastin have been recognized as standard remedies for catarrhal troubles, but they have always been given separately and only very recently an ingenious chemist succeeded in combining them, together with other antiseptics into a pleasant, effective tablet.

Druggists sell the remedy under the name of Stuart's Catarrh Tablets and it has met with re-



markable success in the cure of nasal catarrh, bronchial and throat catarrh and in catarrh of the stomach.

Mr. F. N. Benton, whose address is care of Clark House, Troy, N. Y., says: "When I run up against anything that is good I like to tell people of it. I have been troubled with catarrh more or less for some time. Last winter more than ever. Tried several so-called cures, but did not get any benefit from them. About six weeks ago I bought a 50-cent box of Stuart's Catarrh Tablets and am glad to say that they have done wonders for me and I do not hesitate to let all my friends know that Stuart's Catarrh Tablets are the right thing."

Mr. Geo. J. Casanova of hotel Griffon, West 9th street, New York City, writes: "I have commenced using Stuart's Catarrh Tablets and already they have given me better results than any catarrh cure I have ever tried."

A leading physician of Pittsburg advises the use of Stuart's Catarrh Tablets in preference to any other treatment for catarrh of the head, throat or stomach.

He claims they are far superior to inhalers, salves, lotions or powder, and are much more convenient and pleasant to take and are so harmless that little children take them with benefit as they contain no opiate, cocaine or any poisonous drugs.

All druggists sell Stuart's Catarrh Tablets at 50 cents for full size package and they are probably the safest and most reliable cure for any form of catarrh.



# Building and Finance

The board of education of New York only asks for the snug little sum of \$20,582,506.59 to keep the schools going during 1892.

Columbus, O. The per capita cost for tuition for pupils who attend daily upon the elementary schools is \$17.12; in high school it is estimated to be \$48.

New York City. It does not appear likely that the plan of erecting portable school houses will be adopted. The trouble is that there is not enough room for such school houses in the congested districts.

Chicago, Ill. In the immense system of public schools the city has invested the sum of nearly \$25,000,000. It costs \$8,000,000 annually to run the schools. There are employed in the schools 6,000 teachers, and 260,000 pupils attend them.

Indianapolis, Ind. The Milwaukee plan of meeting the overcrowded conditions of the schools by erecting portable school houses is to be introduced here.

A Minnesota educator says: "Why do school districts forever build the old dry-goods-box, inconvenient, lonesome and unattractive style of buildings for school houses? Is it because they are the cheapest? If so, are the cheapest and meanest accommodations the best by which to provide for the education of the youth? Or is it through the incompetence of school officers? County superintendents of schools should have the authority to approve or condemn plans for school houses, and the power to require the erection of such as meet modern requirements.

Chicago, Ill. School Trustee Meier wants a combination assembly hall and gymnasium in every new school.

New York City. Owing to a lack of school accommodations nearly 5,000 pupils are without the privilege of receiving an education.

Springfield, O. School tax levy 6½ mills.

Duluth, Minn. This year's school tax levy is 5 mills.

Boston, Mass. The Boston School House Commission has been created, with authority to spend \$1,000,000 for new school houses the present year and \$3,000,000 more within the next few years. The commission proposes to spend this money for the best sanitary buildings that skill can devise, but as a means of providing temporary relief it has built forty-three portable school houses. These buildings are of wood and can be taken to pieces easily and moved. They are properly warmed, well lighted and are often located in yards of crowded school buildings, the sanitary arrangements of which are then available. The portable school building commends itself as a practical device, not only for temporarily catching up with arrears, but also for meeting those difficult cases where the demand for more room is either of uncertain duration or at the time does not warrant a new building.

St. Louis, Mo. Supt. Soldan's plan for meeting the increased demand on St. Louis' school capacity caused by the World's Fair, namely, by means of erecting portable school buildings where this temporary need shall develop has been pronounced practical and satisfactory.

Niagara Falls, N. Y. Only local contractors were permitted to bid on the erection of the high school.

Neukon, Ia. Average cost of tuition per month for each pupil \$1.60.

Clarinda, Ia. Average cost of tuition per month for each pupil \$1.72.

Seattle, Wash. Ten portable school houses

are to be utilized until permanent buildings can be provided.

St. Paul, Minn. School Inspector Bassford, who is an architect, does not deem it necessary or desirable to have new plans drawn every time the board decides to erect a new school building. He believes that when a good set of plans for a sixteen or eight-room school have been selected and another school is to be built, much can be saved by using the same plans.

Topeka, Kan. More than 150 new school houses were built in the state during the past summer.

Oshkosh, Wis. Plans for the new high school have been received from forty-one architects. Ten different states and twenty-nine cities have representatives in the competition.

## Kindergartens.

St. Louis, Mo. There are in the city one hundred and thirty public school kindergartens under the supervision of Miss Mary McCulloch, one of the most efficient kindergartners in the country. She has occupied her present position for twenty years. Her greatest pride are eight kindergartens for colored children, supervised by thoroughly trained colored women. The sum of \$110,000, taken out of the regular school fund, is spent annually on the kindergartens.

Wm. T. Harris, United States Commissioner of Education, has said the following on the subject of kindergartens:

"In my opinion the kindergarten should be a part of the public school system of every city in the United States. The ideal kindergarten should take children at the age of 4, and retain them two years. The kindergarten is the most essential adjunct now required to perfect our system of city schools."

Dr. E. Benjamin Andrews, Chancellor of the University of Nebraska:

"We must make the kindergarten the foundation of our system of public education. I would undertake to convert any one in ten minutes to the side of the kindergartens after an exhibition of the good work at present done in the schools. As for the kindergarten influence, I have known one child from a kindergarten to regenerate a whole family, working a complete change in a careless mother, a rude brother and a degraded father."

Samuel M. Jones, the "golden rule" mayor of Toledo, O., delivered his views as follows when the subject of kindergarten was broached:

"Let us have the kindergartens. Give the babies a chance. Let them have a chance to choose whether they will do right or wrong. It is cheaper to establish kindergartens than to maintain courts and build jails, workhouses and prisons. Give all the children proper kindergarten training and the supply of bad citizens for our prisons, jails and workhouses will be exhausted in twenty-five years, and these institutions will be consigned to the domain of relics of an unhappy past."

Dr. W. N. Hailman, superintendent of schools, Dayton, O., says:

"I consider the kindergarten an indispensable factor in the full education of the child. In the liberation of the social and benevolent instincts of the child, it does for him what the family has not the means to do, and therefore supplements the educational work of the family on the expansive side of the child's nature and destiny. Wherever the kindergarten has come into a school system it has done a great good, not only

directly to the children that came within its care, but it has vitalized and is vitalizing the aims and methods of instruction and discipline in the school system as a whole in a marked degree."

Omaha, Neb. Supt. C. G. Pearce:

"The kindergarten has passed the experimental stage and is firmly established as a part of the public school system in Omaha. The primary teachers say children entering school from the kindergarten can do more work than other children and do it easier and better. Parents in any district where kindergartens have been established for any time would protest vigorously against the discontinuance of these schools. The part of the school fund spent in this way is thought here to be money exceedingly well expended."

David L. Kiehle, professor of pedagogy in the University of Minnesota, has expressed himself as follows:

"The kindergarten idea is fundamental to our elementary school system and is giving character to it independent of separate organization. It illustrates and incorporates all the essentials to primary education and for that reason is influencing the elementary grades. It ought to be recognized as part of the school system and be under the direction of those who can utilize it and articulate it with the system for two reasons. The kindergarten as a separate institution defeats its own end. It is the beginning of the education of the child and is not complete. If it is incorporated in the school system it not only improves the work of the grades above but it abbreviates the time required so that less time is given to instruction in the grades than is usually counted on or expected."

Rochester, N. Y. Supt. Gilbert does not approve teaching civil government in the schools. He advised the principals to teach as much as the law makes compulsory and no more.

## TAKE A RECORD.

### See How Many Friends Are Hurt by Coffee.

It would be just as reasonable for a temperance advocate to drink a little diluted whiskey as to drink coffee, for one is as truly an intoxicant as the other, and persistence in the use of coffee brings on a variety of chronic diseases, notorious among which are dyspepsia, heart palpitation (and ultimately heart failure), frequently constipation, kidney diseases, many cases of weak eyes and trembling condition of the nerves.

This is only a small percentage of the great variety of diseases which come from an unbalanced nervous system, caused by the persistent daily use of the drug caffeine, which is the active principle of coffee. Another bit of prima facie evidence about coffee is that the victims to the habit find great difficulty in giving it up.

They will solemnly pledge to themselves day after day that they will abandon the use of it when they know that it is shortening their days, but morning after morning they fail, until they grow to despise themselves for their lack of control.

Any one interested in this subject would be greatly surprised to make a systematic inquiry among prominent brain workers in America. There are hundreds of thousands of our most prominent people that have abandoned coffee altogether and are using Postum Food Coffee in its place, and for the most excellent reasons in the world. Many of them testify that ill health, nervous prostration, and consequent inability to work, has in times past, pushed them back and out of their proper standing in life, which they have been able to regain by the use of good health, strong nerves, and great vitality, since coffee has been thrown out and the Postum put in its place.



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H. G. Phillips, the Pennsylvania school supply man, whose portrait is presented herewith, has a career of honorable effort and earnest labor behind him. He has secured, for himself, the confidence of the school public, and has a patronage which is well deserved. The company, which bears his name, is well equipped to meet the wants of large and small school systems.

Mr. Wm. C. Holbrook, of Allyn & Bacon's Boston office, has joined The Macmillan Company, and is covering the new England high school field. Mr. Holbrook was with Allyn & Bacon for fifteen years, and has traveled in New England for the last twelve years.

Mr. Truman H. Kimpton, of D. C. Heath & Company, will be attached to the New York house of the Macmillan Company after Jan. 1. Mr. Kimpton was for many years with Leach, Shewell & Sanborn, introducing the Well's algebras, and he joined forces with D. C. Heath & Company at the time that those algebras were transferred to that house. His first work for

the Macmillan Company will be in the state campaign of Virginia.

Mr. Usher W. Cutts, formerly superintendent of schools at Orange, N. J., is at present traveling for the Macmillan Company in New Jersey.

Mr. J. R. McDonald, the new manager of the educational department of the Macmillan Company, was in Chicago for a week last month.

The Roanoke Investment Co. of Chicago, is backed by reliable men of standing in the business community. The advertisement of this company, which appears on another page, was only accepted after an investigation had been made.

No time of the year is so pleasant as autumn in the hardwood forest country about French Lick Springs, Ind., on the Monon Route Hotel open all the year round. Steam heat and open fires. Best mineral water on earth. Two trains daily. City ticket office, 232 Clark street, Chicago.

Columbus, O. The salaries paid to men teachers in the elementary grades average \$117.33, while the women teachers receive \$63 per month. In the high schools the men teachers receive on the average \$125 per month, and the women teachers \$104.

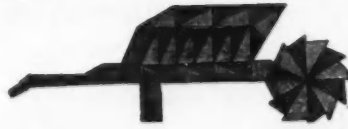
Washington, D. C. The superintendent receives \$4,000 per annum.

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